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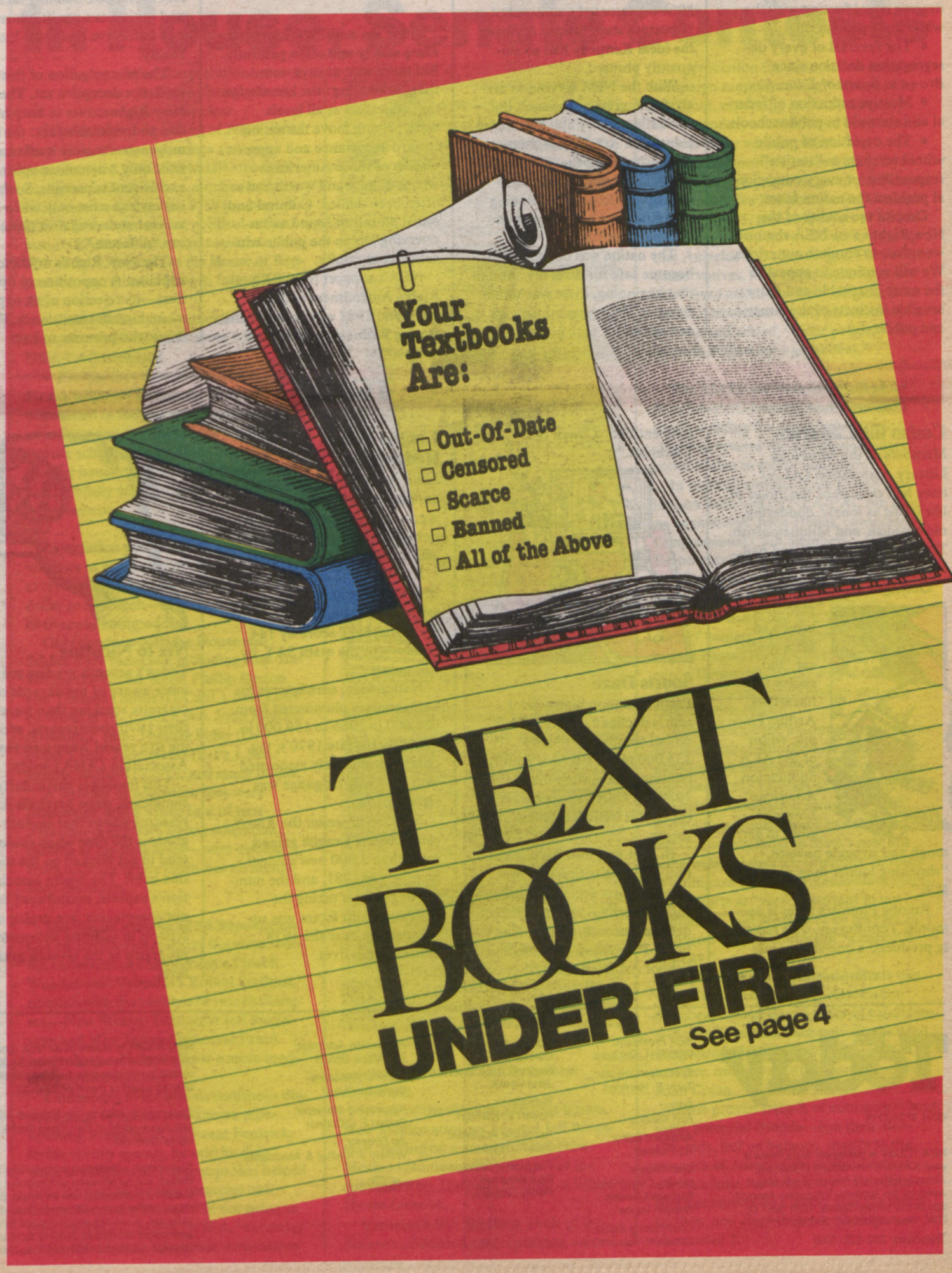
NEA Today

WASHINGTON, D.C. DECEMBER 1982

A NEWSPAPER FOR MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION VOL. 1, NO. 3



TEXTBOOKS UNDER FIRE

See page 4

PRESIDENT'S VIEWPOINT

When Right Is Wrong

The evidence is everywhere. No documentation is necessary.

The Radical Right and the Moral Majority have launched and sustained a massive and unrelenting assault upon America's public schools. This attack—unprecedented in scope and intensity—includes among its flag-draped goals:

- The purging from school textbooks of any suggestion that women, Blacks, Hispanics, and other maligned constituencies deserve equal footing with the white male population.
- The reversal of every desegregation decision since *Brown* v. *Board of Education*.
- Massive reduction of federal and state aid to public schools.
- The depiction of public school teachers as "statists" responsible for every educational problem the nation faces.

Despite the acidity of the New Right's anti-NEA rhetoric, we refuse to emulate our critics. We will continue to appeal to the more charitable and more sensible instincts of the American public.

The NEA, when it criticizes the New Right, does so with sadness—not with malice. We lament the threat this movement poses to the ideal that President John F. Kennedy articulated in a 1963 speech to an audience of educators. Paraphrasing Woodrow Wilson, he spoke of the need to "make the world safe for diversity."

Two months later Kennedy was dead. But the ideal did not die with him. The civil rights legislation Congress passed in 1964 represented tentative but important steps toward realizing the ideal Kennedy had so eloquently phrased.

With the NEA serving as catalyst, Congress also passed the 1965 Elementary and Secondary Education Act. This legislation established the principle that the federal government has a responsibility to provide funding that guarantees equality of educational opportunity.

The nation was beginning to become safe for diversity. And in that beginning, there was something uplifting, something rare and noble.

NEA President
Willard McGuire

After the mid-1960's, progress came slowly and often painfully. But there was, always, something reassuring: the knowledge that educators at all levels were helping move the nation toward acceptance and appreciation of those Americans whose dignity and worth had so often been denied. Cultural and racial pluralism found an unswerving ally in the public education community.

NEA's support for the Equal Rights Amendment and the 1976 and 1982 extensions of the Voting Rights Act confirmed this alliance. We battled—and continue to battle—for increasingly comprehensive civil rights protections.

It is against this larger background that NEA's opposition to the New Right must be understood. This righteous movement disdains diversity. It yearns for ethnic, racial, and cultural homogeneity. It is divisive.

The New Right's popular appeal rests on nostalgia. And its nostalgia rests on a myth: the belief that America would be a better place if it were an insulated, religiously monolithic, and racially homogeneous society. Not even book-banning tactics and tuition-tax-credit schemes can transform that myth into reality.

The promulgation of this myth is a deceptive act. The New Right strives to keep hidden an irrefutable fact: the homogeneous society it affirms can exist only when mean-spirited exclusiveness prevails. Such a society can exist only when it erects barriers against those who are "different."

The New Right's mythology explains its opposition to openness—its rejection of an experimental intellectual stance. For those who presume to have found "The Truth" nestled in an idealized vision of the past, no search for truth is necessary. Education may then be understood as the New Right understands it: not as a dynamic quest, but as the static imposition of rigid norms. This definition is not one that serious educators can ever accept.

So as we who value education reflect, the morning after, on the November 2 election results, what saddens us is that the New Right's clout was still visible. Even one victory for negativism is one victory too many.

Looking from a brighter angle, we celebrate the triumph of charity over the New Right's bitter mythology. We celebrate the victories of those who cherish the ethnic, racial, and religious mosaic that is America.

We are thankful, too, for those victors whose values include an appreciation of the public schools. We look forward to cooperation with governors and members of Congress animated by the conviction that public education has been—and remains—the foundation of America's security.

On balance, diversity is far safer today than it was yesterday.

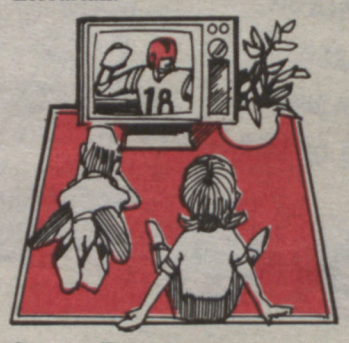
TRENDS

Conan the Librarian

Members of the American Library Association (ALA) have had enough of the image of librarians as lonely, doddering, old-maidish, and Milquetoastish. They're fighting, truth and nail, against the stereotypes.

Outraged by a major auto manufacturer's ad for a sports-car "too sporty for librarians," Arthur Plotnik, editor of the ALA publication *American Libraries*, vows to get tough and struggle onward, "shrieking louder than a startled E.T."

Among Plotnik's allies is cartoonist Tom Peyser, who recently produced a one-shot comic strip entitled "Conan the Librarian."



Sports Daze

Participation in high school sports declined during the last school year, with roughly 135,000 fewer students punting, bunting, and putting than in 1980-81. Only two sports escaped this trend: wrestling and soccer.

Budget cuts and the imposition of participation fees for certain sports accounted for some—perhaps much—of the decline, according to the National Federation of State High School Associations.

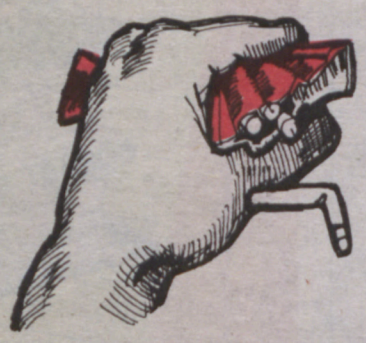
Lingua Latina Reduxit, or . . .

Latin is back. And the results are impressive: improved reading, writing, and speaking, enriched vocabulary, sharpened grammar, *et cetera.*

In 1981, high school students with a background in Latin topped the national average for the verbal SAT score by 144 points—for the math SAT, by 122 points.

Nationwide, enrollments in Latin courses plummeted from 626,000 in 1965 to 159,000 in 1976. By the late 1970's, the phrase most closely associated with the Latin language was *rigor mortis.*

Now, *resurrectio:* the American Classical League gained more than 3,000 new student members in 1981, and the number of students taking the National Latin Exam was up 400 percent over the 1978 figures. Latin lives.



Nix to Nicotine . . .

Today's seventh graders are far more aware of the hazards of cigarette smoking than were their 1970 counterparts, according to a recent American Heart Association (AHA) study.

This finding is particularly significant, since previous AHA research shows that seventh grade is the time when students tend to get hooked on the nicotine habit. The health association's experts, encouraged but not complacent, are urging all schools to institute antismoking programs at the seventh grade level.

But Not to Booze

More than 75 percent of America's youth drink alcohol by age 16. And they're not sipping an occasional beer. Between 1974 and 1978, the proportion of teenagers who abuse alcohol—often drinking until intoxicated—jumped from 3 percent to 38 percent among males and from 5 percent to 26 percent among females.

Calling this situation a challenge to "our national conscience," Secretary of Health and Human Services Richard S. Schweiker recently announced a new federal initiative aimed at reversing the trend.

For further information, write to Secretary Schweiker, U.S. Department of Health and Human Services, 200 Independence Ave., S.W., Washington, DC 20201, or contact the National Council on Alcoholism office in your area.

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POLITICAL ACTION

We Love The Guvs!

State elections brighten prospects for school funding

In gubernatorial races across the nation, NEA members' support was the deciding difference between victory and defeat. Of 34 gubernatorial candidates endorsed by NEA state affiliates, 27 won election.

These successes, coupled with key victories in state legislative races, mean pro-education forces will have a strong voice in setting state priorities—particularly school funding levels.

In a stunning upset, Democratic challenger Mark White, backed by 2 million hours of grassroots political effort donated by members of the Texas State Teachers Association, wrested the Texas governor's seat from incumbent Bill Clements.

Acknowledging TSTA's effort, White said, "You phoned till your ears hurt, walked till your feet swelled, and wrote letters to the editor, radio spots, and postcards to your friends. You poured your hearts and souls into this campaign, and we won."

In Nebraska, Democratic challenger Robert Kerrey won a come-from-behind race after Nebraska State Education Association political activists made his election their number one priority.

Other gubernatorial victories in which Association political efforts played a major role include those of Michael Dukakis in Massachusetts, Richard Celeste in Ohio, Mario Cuomo in New York, William Clinton in Arkansas, Richard Bryan in Nevada, Rudy Perpich in Minnesota, Tony Earl in Wisconsin, and Bob Graham in Florida.

And in the six states with education- related tax and other referendums on the ballot in November, voters passed all those favoring public education, while rejecting any attempts to reduce funding—or to shift tax dollars to private schools.

In Massachusetts, Question 1, which would have eliminated a state constitutional bar to using public funds for private schools, was defeated by a 3-to-2 margin.

Similarly, California's Proposition 9, to authorize the state legislature to lend public school textbooks to private school pupils, went down to defeat by a 2-to-1 margin.

Oregon Education Association members, working in coalition with other public employees, business, and professional groups, turned the tide against Ballot Measure 3, a Proposition-13-type tax limitation that would have left public schools severely underfunded.

In Nevada, politically active Associa- tion members helped persuade voters to retain a restaurant meal sales tax used to fund public education, saving $20 million annually for the schools.

Missouri schools gained a new lease on life with the passage of a one-cent sales tax earmarked for public education.

And finally, two tax-related constitutional amendments endorsed by the West Virginia Education Association carried the day.

Sally Potter

New Mexico Senator-Elect Jeff Bingaman delivers his victory speech, capping a come-from-behind win over anti-education incumbent Sen. Harrison Schmitt. NEA-New Mexico members contributed heavily to the Bingaman campaign.

Education Is Big Winner In House, Senate Contests

Among all the interpretations emerging from the November elections, one message seems clear.

Thanks to an outpouring of NEA members' time, effort, and money (an unprecedented $1,300,000 in all), the 98th Congress is likely to be a much more pro-education body than the 97th has been.

- NEA's independent political action arm (NEA-PAC) endorsed candidates in 302 of the 435 races for the House of Representatives. Almost three in four (224) of them won.
- In the Senate, pro-education candidates won in 20 of the 32 races where NEA-PAC endorsed.
- For the first time in four years, the House will have a majority of its members committed to federal support for public education and opposed to tax credits for private school tuition. These were among the key issues on which each candidate was carefully screened prior to NEA-PAC endorsement.

Association people power paid off in victories in every part of the nation, in every kind of congressional district—blue collar to high tech—and many in the face of overwhelming odds.

Old friends in both the House and Senate were reelected, including Rep. Jim Wright (D-Texas), Reps. Phillip Burton and Thomas Lantos (D-Calif.), Sen. Lowell Weicker (R- Conn.), Sen. John Melcher (D-Mont.), Rep. Thomas Foley (D-Wash.), Sen. John Heinz (R-Pa.), Sen. Robert Stafford (R-Vt.), and many others.

A number of education foes were turned out, and a whole host of newcomers—many with strong education records at the state level—were elected from districts where there was no incumbent candidate.

The Senate makeup of 54 Republicans and 46 Democrats remains the same, but the reelection of Connecticut's Lowell Weicker and Vermont's Robert Stafford, coupled with the election of two challengers—New Mexico Democrat Jeff Bingaman and New Jersey Democrat Frank Lautenberg—bodes well for a more moderate Senate makeup.

Lautenberg overcame an enormous disadvantage to defeat well-known pipe-smoking Republican Millicent Fenwick. In his victory speech, he said he didn't want to mention all the groups that helped him, for fear of leaving someone out. Lautenberg concluded, "I'm not going to mention NJEA, NJEA, NJEA," referring to the New Jersey Education Association

Sen. John Heinz (R-Pa.)

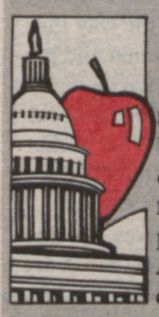
Pro-education candidates won 224 of the 302 House races where NEA-PAC made an endorsement, and 20 of the 32 Senate races, for an overall win average of 73 percent.

97 percent (190) of NEA-PAC's 195 endorsed **incumbents** won reelection to Congress.

Rep.-Elect Jamie Clarke (D-N.C.)

24 percent (22) of NEA-PAC's 91 endorsed **challengers** ousted anti-education incumbents.

65 percent (32) of NEA-PAC's 48 endorsed candidates for **open** seats were successful.



Those 224 House candidates elected with NEA-PAC backing mean that a **majority** of the 435 members of the House will be on record FOR a strong federal commitment to public schools and AGAINST tuition tax credits.

House majority leader Jim Wright (D-Texas)

Welcome back!
346 House incumbents will be returning to Congress. 42 percent of them have voted right on public education issues in the current Congress 80 to 100 percent of the time.

Rep. Albert Lee Smith, Jr. (R-Ala.)

and Goodbye . . .
27 House incumbents lost their bids for reelection. Almost half (48 percent) of them had education voting records of 0 to 30 percent.

—among his earliest and staunchest supporters.

In one of the election's biggest upsets, New Mexico attorney general Jeff Bingaman, relying on a massive NEA-New Mexico volunteer effort, swept out incumbent Rep. Harrison Schmitt, a White House favorite.

Vermont's Sen. Stafford, chair of the Senate's education subcommittee, voiced his appreciation for Association members' campaign support, saying "educators in Vermont, especially in the elementary and secondary schools, have been instrumental in my winning effort."

Senate Minority Leader Robert Byrd (D-W. Va.), a prime target of the National Conservative Political Action Committee (NCPAC), told supporters at his victory party, "You have said no to a group that America will soon forget. They're not conservatives, they're far right extremists." Byrd called the West Virginia Education Association's early endorsement a key one and added, "Your political effectiveness helped me a great deal."

The 224 House victories chalked up by NEA-PAC-backed candidates spell tough sledding for the Administration's efforts to reverse the traditional federal commitment to public education.

In North Carolina, three House challengers endorsed by NEA-PAC ran head on against Sen. Jesse Helms' conservative Congressional Club members—and won. Democrats Ike Andrews, Jamie Clark, and Robin Britt were elected despite being outspent by millions of dollars.

In what was billed as a "kielbasa vs. caviar" contest, challenger Joe Kolter ousted Pennsylvania's Rep. Eugene Atkinson, a Democrat-turned-Republican with a huge campaign chest and an anti-education voting record.

Kolter hailed the all-out effort of Pennsylvania State Education Association members on his behalf as "one of the best I've seen in my 15 years of public service."

Skillful Association campaign work helped Republican Rod Chandler win election in Washington State's new 8th congressional district. Chandler credited Washington Education Association members' efforts as "very important to my campaign" and pledged to do his part in Congress to keep education "a national priority."

In one of the most unusual efforts this year, California Teachers Association members helped elect a write-in candidate—Republican Ron Packard—in the 43rd congressional district, overcoming a massive, monied effort by party nominee John Crean.

Some proven friends of education—and some potential friends—lost their election bids. But on balance, thanks to the strength of Association political action efforts across the country, public education's prospects on Capitol Hill are much brighter now than they were before November 2.

TEXT BOOKS UNDER FIRE

Many teachers and other Americans—particularly in the Northeast and the Midwest—first learned there was such a thing as a *schoolbook depository* on November 22, 1963, when the President of the United States was shot by an assassin who was hiding in one.

Schoolbook depositories—warehouses for textbooks—slipped back into obscurity almost immediately. But recently *state adoption,* the textbook selection system the depositories symbolize, has come to national attention.

The reason is censorship. State adoption of textbooks is a process that some groups—most recently from the conservative New Right—seek to manipulate in order to influence the choice of books used in the nation's classrooms.

Although state adoption occurs in only 23 states, it can affect textbook choices everywhere, because books apparently designed with the big adoption states in mind are what the rest of the country has to choose from.

The 23 adoption states *(see map on page 5)* are mostly in the South and West. They get their name from their practice of adopting public school texts on a statewide basis. Typically, local school districts in adoption states may not buy (or may not use state funds to buy) a book that isn't on the state list. This contrasts with the practice in the so-called *open-territory* states, where local school districts are free to adopt texts as they see fit.

The move to state adoption began a century ago, when certain state legislators saw a good political issue in the price parents had to pay for their children's schoolbooks. Their idea was that the state would select a single text for each subject and contract with the publisher to supply it statewide at a fixed price over a fixed period, called an *adoption period.* Depositories scattered around the state would make the books accessible even in rural areas.

Today the political battles over textbooks concern not cost but ideology. In the last decade, textbooks have changed a lot—most noticeably in the way they portray minorities and women and present alternative lifestyles. Partly in reaction to such changes, religious and cultural conservatives angrily charge that many textbooks are intentionally designed to change children's values.

For two such conservatives, Texans Norma and Mel Gabler, textbooks are a source of "the present epidemic of promiscuity, unwanted pregnancies, VD, crime, violence, vandalism, rebellion, etc." Beliefs like these have turned the Gablers and other New Righters into professional textbook critics.

Although textbook critics make their appearance in local districts, too, statewide adoptions interest them more—for several reasons. First, the adoption states are home to many of the conservative groups—Texas to the Gablers' Educational Research Analysts, Virginia to the Moral Majority.

Then, with state adoption, there's the obvious advantage of statewide impact. And since the proceedings are often formalized and public, there's always the possibility they will become a media event, as they have in Texas.

Some adoption states put books that are up for adoption on public display. Texas has 20 such regional display centers. Frequently, the adoption process culminates in a hearing before a state textbook committee, during which citizens with complaints about texts can testify. Or failing there, they can try to get the state board of education to overrule the committee's decision.

Where adoptions are entirely local, public involvement with textbook selection or review is more likely to be achieved through public representatives on the committees themselves. Also, local challenges seem to occur *after* a book is in use rather than before it is adopted.

Texas—which is the leading state in terms of money spent on adopted textbooks—doesn't merely invite public comment. Until this year, its adoption procedures allowed citizens (as opposed to publishers) to make *only negative* comments about textbooks.

The Gablers have become famous because of their annual participation in the Texas adoption hearings. They have used the "negative only" provision to make hundreds of pages of line-by-line objections to parts of dozens of different books.

For example,

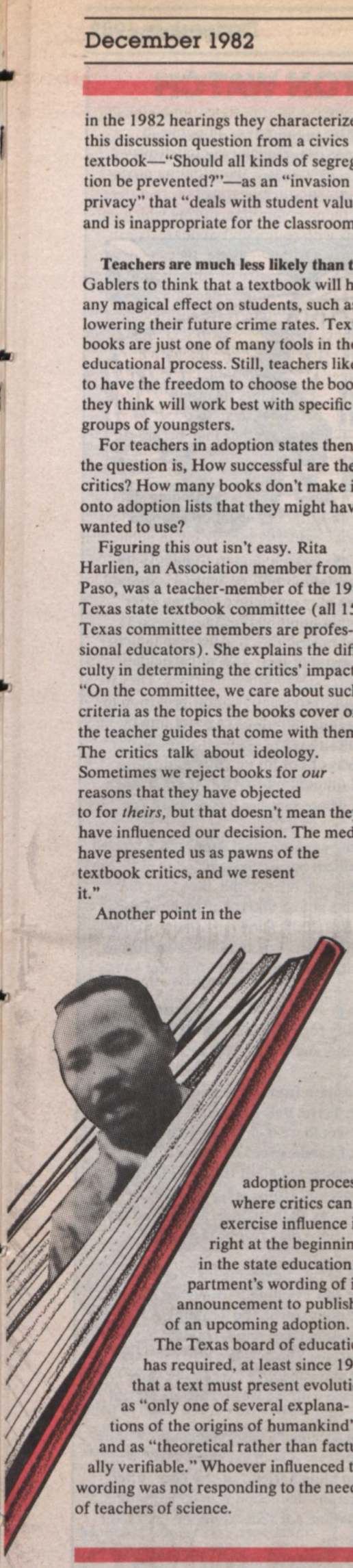
in the 1982 hearings they characterized this discussion question from a civics textbook—"Should all kinds of segregation be prevented?"—as an "invasion of privacy" that "deals with student values and is inappropriate for the classroom."

Teachers are much less likely than the Gablers to think that a textbook will have any magical effect on students, such as lowering their future crime rates. Textbooks are just one of many tools in the educational process. Still, teachers like to have the freedom to choose the books they think will work best with specific groups of youngsters.

For teachers in adoption states then, the question is, How successful are the critics? How many books don't make it onto adoption lists that they might have wanted to use?

Figuring this out isn't easy. Rita Harlien, an Association member from El Paso, was a teacher-member of the 1981 Texas state textbook committee (all 15 Texas committee members are professional educators). She explains the difficulty in determining the critics' impact: "On the committee, we care about such criteria as the topics the books cover or the teacher guides that come with them. The critics talk about ideology. Sometimes we reject books for *our* reasons that they have objected to for *theirs*, but that doesn't mean they have influenced our decision. The media have presented us as pawns of the textbook critics, and we resent it."

Another point in the adoption process where critics can exercise influence is right at the beginning, in the state education department's wording of its announcement to publishers of an upcoming adoption. The Texas board of education has required, at least since 1975, that a text must present evolution as "only one of several explanations of the origins of humankind" and as "theoretical rather than factually verifiable." Whoever influenced this wording was not responding to the needs of teachers of science.



Fighting Censorship

Another story on challenges to instructional materials—Dorothy Massie's "Of Mice and Men, a Huckleberry and Harassment"—appears in the annual *Today's Education*, mailed to NEA members in September.

For a "Freedom of Inquiry" packet, including model contract language, write Paul Putnam, NEA Human and Civil Rights, 1201 16th St., N.W., Washington, DC 20036.

Critics have also exerted leverage at the end of the process, getting state superintendents, state boards, even governors to reject the recommendations of the textbook committee. That was what happened recently to two social studies texts in Florida, a couple of English anthologies in Alabama, and *Webster's New Collegiate Dictionary* in Texas. The dictionary was rejected because it defines (and labels as "vulgar" or "obscene") common "four-letter" words.

Simply adding up the numbers of books kept off state adoption lists does not take into account the effect that criticism has on books not yet written—the problem that some call *precensorship* on the part of publishers.

This affects textbooks in use in every state. The theory—hard to prove but taken seriously, even by the Gablers—works this way: The adoption states with the biggest enrollments (California, Texas, Florida, and North Carolina) buy massive quantities of a limited number of titles. Consequently, publishers try to create products that will win adoption in those states. But textbook development is expensive, so publishers do not design alternative versions for the rest of the country.

Accordingly, nobody should have been surprised when, last June, New York City school officials rejected three biology texts because they did *not* give adequate treatment to Darwinian theory.

In fact, "the coverage of evolution in science texts parallels political trends generally, and it has declined since the 1960's," says Texas Tech professor Gerald Skoog, who has been keeping track. "The most widely used biology text has 25 percent fewer words on evolution in its 1981 edition than it did in its 1973 edition," he notes.

Skoog is not willing to attribute this decline entirely to the influence of the adoption states. But it's easy to see that those states are pretty much the same ones where creationism is an issue.

Teachers in the adoption states have been alert to challenges to their right to choose:

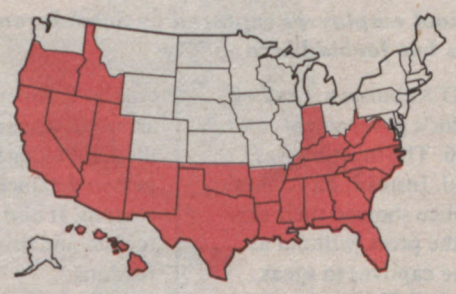
- Members of the Arizona Education Association, fed up with being overruled on textbook selection by conservative governors and state boards of education, successfully lobbied the legislature in 1977 to make the state adoption process merely advisory.
- The Alabama Education Association fought—unsuccessfully—earlier this year to keep its state legislature from increasing the proportion of lay citizens on the state textbook committee in response to conservative critics.
- The Texas State Teachers Association supported this year's successful effort by People for the American Way (PAW), Norman Lear's pro–First Amendment group, to open up the Texas textbook hearings to *supporters* as well as *critics* of textbooks. This year the rules were changed to allow citizens to present written defenses of criticized books. PAW hopes that next year they'll be able to present oral defenses as well.

The federal courts, too, may step in. In 1980, a federal district court in Mississippi ordered that state's textbook committee to adopt *Mississippi: Conflict and Change*, a textbook that offered a Black perspective on state history. The committee had previously rejected the book because of its "controversial treatment of racial issues," the judge ruled.

It isn't citizen participation in education policy that is at issue—after all, that's how America's public schools are run. What concerns teachers is using the narrow criteria of the few to judge the suitability of textbooks for the many.

Publishers who harken to such criteria shrink their coverage of controversial topics. Or they try to paper over differences of opinion with weaseling statements of the "Some-people-thought-Senator-Joe-McCarthy-was-right-but-other-people-thought-he-wasn't" variety.

Textbook Selection



"Adoption states" "Open territories"

The problem is that students don't learn much from information that isn't there.

State adoption should not be blamed for such assaults on students' intellectual development. Granted, the process attracts would-be censors. But some of the most vicious conflicts over textbooks are occurring in states where adoption is entirely a local matter.

The real source for the impulse to censor lies not in any single process but in a loss of trust in the public schools on the part of a minority of citizens. That minority is probably beyond the reach of schools' public information programs. Consequently, teachers will need to pay close attention not only to their own textbook selection systems—state or local—but to the process that determines what those systems will be.

"In the long run, teachers should be more assertive in influencing the policy decisions for selecting textbooks they use in their classroom," says Sharon Robinson, NEA director of Instruction and Professional Development. "Teachers have the professional judgment to know which textbook is best for their students, but they also need to know how to get that book into their classroom."

—Nancy R. Needham

Tight Budgets Keep Outdated Texts In Use Past Normal 'Retirement' Age

"Domestic life, political institutions, international relations and personal contacts are shifting with kaleidoscopic rapidity. . . . Our minds are dulled by the sudden and repeated impacts."

The year was 1931—the voice, John Dewey's. Dewey, professor and philosopher, was worried that teachers and students would be unable to absorb and respond to this jolting clip of events.

If he was anxiety-stricken 50 years ago, Dewey would be apoplectic now. The "kaleidoscopic rapidity" that concerned him seems restful when compared to today's hyperactive pace. One result: a school textbook may be timely today and obsolete—perhaps even quaint—tomorrow. The time crunch is severe, particularly in such subjects as social studies, science, and mathematics.

How are schools responding to this crisis? Not well—at least to the pressure of keeping textbooks current, accurate, and relevant. Budget squeezes are making the once common five-year book replacement cycle a thing of the past. Between 1966 and 1981, the average per-pupil expenditure for texts declined (in 1980 dollars) by roughly 30 percent.

Today the typical textbook is an old textbook. In Michigan, many districts have moved from a five- to a seven- or eight-year replacement cycle. Kentucky deferred *all* new textbook adoptions for 1981-82. Many New Jersey districts are delaying scheduled renewals. In Nebraska, spending lids have left several districts with texts 10 years out of date.

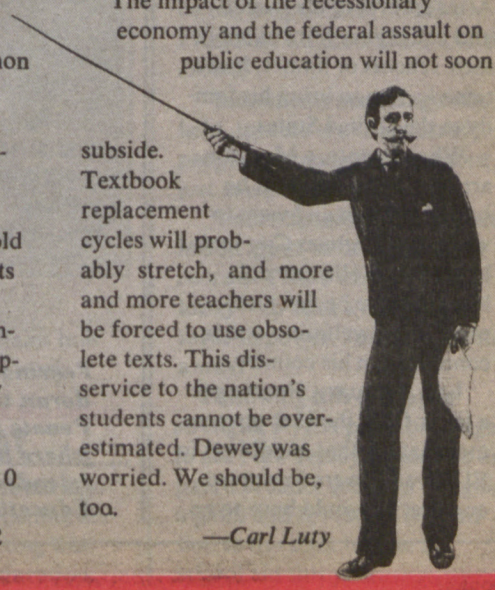
Consider the implications. A 1972 secondary school math text would very likely not mention *bytes, chips,* or *software*. And a 1972 social studies text would have no information on Watergate, the end of the Vietnam War, the Ford, Carter, and Reagan presidencies, the ERA battle. For students bewildered by the whirl of technological advances and sociopolitical upheavals, these omissions can hardly be minor matters.

But in Ohio they would be only a tiny part of the problem. Teachers responding to a recent Ohio Education Association survey report using texts familiar to them from their own school days. Many of their standard texts, copyrighted in the 1950's, would be appropriate only for a course in nostalgia.

Robert T. Rasmussen, former vice-president of the Association of American Publishers, sees the conditions in Ohio as only slightly more critical than those in most other states.

The impact of the recessionary economy and the federal assault on public education will not soon subside. Textbook replacement cycles will probably stretch, and more and more teachers will be forced to use obsolete texts. This disservice to the nation's students cannot be overestimated. Dewey was worried. We should be, too.

—Carl Luty



HUMAN RIGHTS

TEACHER REPRESSION: El Salvador's Recurring Nightmare

El Diario de Hoy

Twenty-three teachers and three other school employees captured by Salvadoran security forces in August are presented to the press but forbidden to speak.

August 14, 1982. A teachers' meeting is in progress at the German School in San Salvador. Suddenly, national police burst through the door, arrest everyone present, and take the teachers away as prisoners.

The victims: 23 teachers, including five board members of ANDES (El Salvador's national teachers union); three other school employees; and nine students, later released.

The charge: subversion, including membership in an illegal political organization and plans to sabotage a national holiday by putting up posters.

The evidence: materials found in a teacher's purse.

In fact, ANDES was guilty of sponsoring a newspaper advertisement calling for better pay, health benefits, and controls on the prices of essential goods and services. The advertisement also (and here perhaps is the real crime) called for the release of political prisoners, including teachers.

ANDES had obtained an appointment to meet with Major Roberto D'Aubuisson, head of El Salvador's government, on August 16. The meeting was never held. Instead, on August 16 the police showed their prisoners to the press, without allowing the captives to speak.

When the NEA-backed World Confederation of Organizations of the Teaching Profession asked El Salvador's UN representatives about the imprisoned teachers, the answer was that a group of terrorists had been seized.

In early September, two other ANDES members were abducted. A week later their bodies were found, showing marks of torture.

About this same time, a military judge released seven of the teachers arrested in August but declared there was enough evidence against the other 16 to hold them the 160 days the law allows while gathering evidence for a trial. Sometime in February or March, then, these teachers can expect to be tried by a military court.

Meanwhile, however, they may be subjected to torture or may "disappear" entirely. Decree 507, under which they were arrested, suspends for 195 days the right to legal defense of any person detained for political reasons. It also permits the use of torture and drugs to obtain confessions.

NEA has appealed to President D'Aubuisson to ensure the prisoners' safety.

Outraged by the continuing violations of the human rights of your colleagues in El Salvador? Make your voice heard. Write to one or more of these people:

His Excellency
Ernesto Rivas-Gallont
The Embassy of El Salvador
2308 California Street, N.W.
Washington, DC 20008

Mr. Thomas Enders
Assistant Secretary for
Inter-American Affairs
U.S. Department of State
Washington, DC 20520

Ambassador Dean Hinton
Embassy of the United States
San Salvador
El Salvador

Sr. Roberto D'Aubuisson
Presidente de la
Asamblea Constituyente
San Salvador
El Salvador

In Utah, a Guest and Colleague

One Salvadoran teacher who has escaped the daily possibility of death, imprisonment, or torture is Fidias Penate. After several of his friends and colleagues were killed in their schools or homes, he obtained a visa to bring his family to the United States.

When Penate, a Mormon, arrived in this country, he settled in Utah and went to work in a Brigham City junior high school. His new colleagues there became interested in his welfare—and in conditions in his country.

Last February, Penate got a letter from the U.S. government saying that conditions in El Salvador were improved and that he would have to go back. He sought a hearing, and the Utah Education Association (UEA) stood behind him. UEA presented as evidence a December 1981 *NEA Reporter* feature on the brutal treatment of Salvadoran educators.

Steve Hale

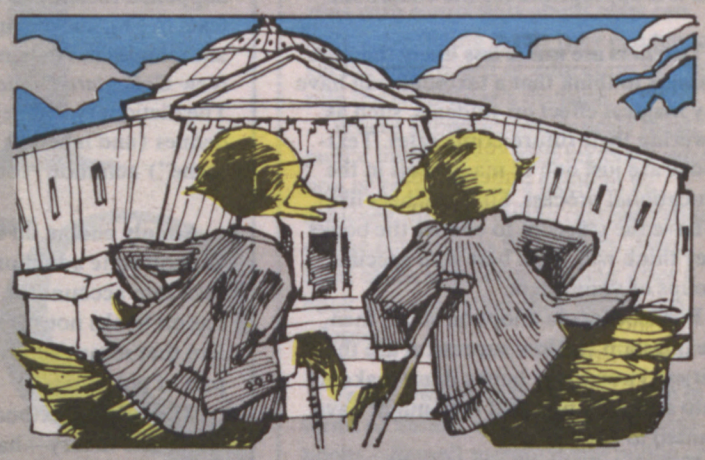
Fearing for his life, Salvadoran teacher Fidias Penate fled to the U.S., where he has been befriended by the Utah Education Association.

Calling the Association evidence impressive, the judge refused to deport Penate. Yet, although people still come to Penate's home community in El Salvador to hunt him down, the judge left open the possibility of later deportation.

Today, Penate is finishing his U.S. teaching degree at Utah State University. With it, he hopes to be able to go on teaching here until it is safe for him to return home.

WASHINGTON WATCH

The 97th Congress reconvenes November 29 for a lame-duck session. Funding the federal government will be a major issue. Social Security and tuition tax credit schemes could also be on the agenda, depending on legislators' post-election mood.



Congress will have only 15 working days to come up with either regular fiscal 1983 **appropriations** bills or another **continuing resolution** so the government may continue operating after December 17 (when the current continuing resolution expires). Education has survived the Administration's budget cutting better than any other domestic programs this year, with NEA staving off all cuts.

Local education agencies in 350 congressional districts will receive **impact aid payments** totaling an estimated $250 million before December 17. NEA worked hard to secure the funding at an accelerated rate to help districts hard-hit by 1981 reductions in this program. Impact aid reimburses school districts that educate large numbers of students whose families live or work (or both) on federal installations.

Yielding to overwhelming congressional support for federal **aid to college students,** the President has signed legislation extending Pell grants and student loans. NEA's influence kept the maximum income limit for grants at $25,800 for a family of four (the Administration proposed $18,500), allowing some 2 million students to receive up to $1,800 a year. Loans will be available to an estimated 3.5 million students whose families earn under $30,000 a year.

That college aid bill also provided a boost to **Vietnam veterans,** restoring their eligibility for Pell grants and extending for one year their right to use veterans' benefits for secondary and vocational education.

Faced with intense opposition from NEA and parents' groups, Secretary of Education Terrel Bell withdrew "for further study" six major revisions that would weaken the regulations protecting the educational rights of **handicapped children.** NEA members testified against the changes at all of the regional public hearings, as well as before Senate and House subcommittees. Said Bell, "I didn't realize there was all this concern." NEA fears that some of the withdrawn revisions may reappear piecemeal next year.

CETA is dead; long live JTPA. Reversing his previous stand, the President signed the **Job Training Partnership Act,** successor to the Comprehensive Employment and Training Act. Eight percent of JTPA's $3.8 billion authorized annual budget has been earmarked for local school districts. The new law also protects existing educational standards and collective bargaining agreements, thanks to NEA's influence with House and Senate education committee members.

The Supreme Court has accepted a case challenging Minnesota's state **tax deduction for private school expenses.** NEA will join with other organizations in filing a friend-of-the-court brief against Minnesota, arguing that the deduction is unconstitutional. The case has important implications for federal tuition tax credit legislation.

The Supreme Court has heard oral argument over **tax exemptions denied two private schools** that have racially restrictive admissions policies (Bob Jones University of Greenville, S.C., and Goldsboro Christian Schools of Goldsboro, N.C.). Because the Reagan Administration declined to defend the Internal Revenue Service's action, former Secretary of Transportation William T. Coleman, Jr. appeared on behalf of IRS.

NEA has joined 25 other broad-based organizations with a combined membership of 18 million Americans in founding **Citizens Against Nuclear War.** "This kind of effort, bringing together religious organizations, labor, academics, environmentalists, women, and ethnic communities, is long overdue," NEA Executive Director Terry Herndon told a press conference. Herndon serves as the coalition's first president.

State Side

PACIFIC

Virginia has apples, but Califor-nia has pods—public relations pods, each composed of five to ten Association members whose job it is to establish regular contacts with the local news media.

The goal is to ensure that public education gets a fair shake. Set up shortly after voters approved Proposition 13 in 1978, the California Teachers Association's PR pods are now functioning in 11 media markets around the state.

Each pod member is assigned to one or more TV, radio, or newspaper reporters. Regular contacts, both in person and by phone, are encouraged.

The pods also receive special MediaGrams—press releases prepared by CTA. It's the task of each member to make sure his or her media contact receives these state releases—and a local angle for each story.

"The pods are a way to help teachers feel more comfortable with the press," notes CTA Communications Manager Jose Colmenares. "In return, the media people gain a regular local news source."

The Montana Supreme Court has upheld the right of the state's nontenured teachers to submit dismissals and nonrenewals to binding arbitration.

The decision came after a lengthy legal tug-of-war that began when the Savage Education Association filed a grievance on behalf of two nontenured teachers whose contracts were nonrenewed in 1979. The Association demanded arbitration, but the school trustees refused, arguing that the nonrenewals weren't grievable and that only management could legally decide hirings and firings.

A series of hearings, court decisions, and appeals followed until the state's highest court finally ruled in favor of the Association.

Area IV UniServ Director Tom Gigstad calls the decision "a landmark victory for nontenured teachers."

The case was funded by the Montana Education Association and NEA through the Kate Frank/DuShane Unified Legal Services Program.

WEST

Teachers, administrators, and school board members found some common ground during a recent symposium on educational issues jointly sponsored by Kansas-NEA, the Kansas Association of School Boards (KASB), and United School Administrators (USA).

This second annual joint conference, held in Topeka, featured prominent speakers on the issues of censorship, child abuse, teacher stress, and the impact of federal budget cuts on Kansas schools.

National Teacher of the Year Bruce Brombacher of Ohio was on hand to underscore the "need to publicize the great things happening today in children's classrooms."

K-NEA, KASB, and USA have also joined forces as part of a statewide Confidence in Public Schools Coalition. One product of the coalition effort is a 28-page booklet that explains how Kansas public schools work.

MIDWEST

Rather than have the usual key-note speakers at the opening session of its annual meeting this fall, the Minnesota Education Association sponsored a special program and invited the public to attend. This "Celebration of Public Education" included performances by school bands, choruses, and orchestras; songs in sign language by students from a school for the deaf; and testimonials on "What Public Schools Have Done for Me" by politicians, businesspersons, and a judge. MEA-endorsed candidates for political office were also on hand for the event.

SOUTHEAST

"South Carolina will not balance the state budget on the backs of teachers and schools," says Joseph Vaughn, president of the South Carolina Education Association (SCEA). A 4.6 percent cutback in state funds this year has forced school districts to look for ways to trim costs.

Some superintendents have proposed cutting programs or terminating teachers, changing teacher–pupil ratios to increase class sizes in the primary grades, or shortening the school year—a move that would cut into employees' already low salaries and violate teachers' contracts.

At an October press conference, SCEA commended those districts that are coming up with less destructive money-saving measures—postponing new buildings, selling surplus materials, borrowing in anticipation of taxes.

The Association is prepared to use all its resources—legal, political, and media—to protect the integrity of school programs and teachers' contracts.

NORTHEAST

In the largest public demonstra-tion ever held in Trenton, 14,000 angry school employees showed up for the New Jersey Education Association's late October "Rally for Justice."

"Justice for all should never be too long denied," NJEA President Edithe Fulton told the crowd.

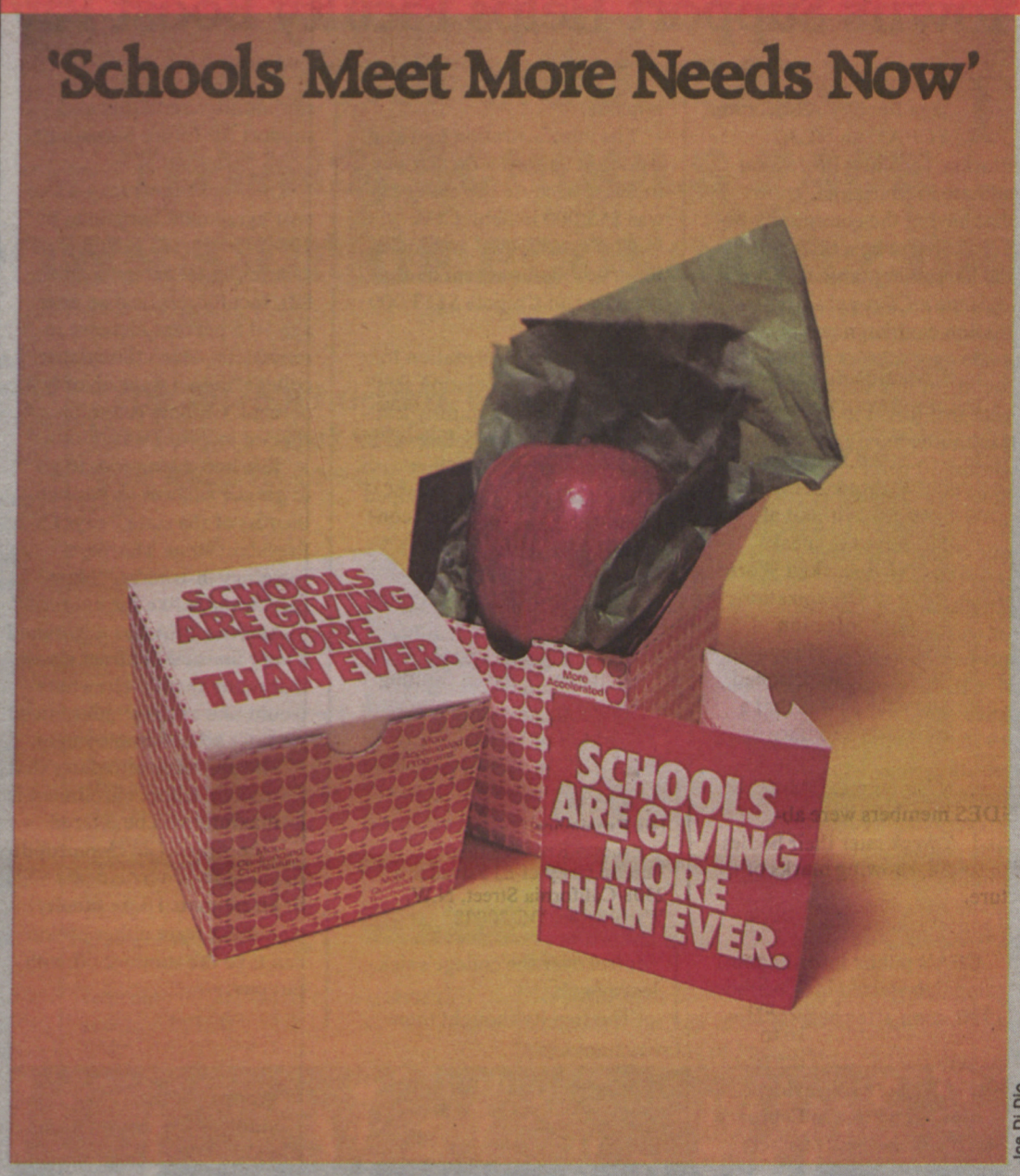
"Increments are being withheld, leaders are transferred, people are being fired without just cause!" she said.

"Court decision after decision has stripped us of contractual redress. That's why we're here today—to send a message to those in power. Justice must find a way!"

Following this display of strength, NJEA plans once again to ask New Jersey legislators to pass a broader scope-of-bargaining bill and to restore $83 million to the state budget for school aid this year.

VEA TELLS VIRGINIANS:

'Schools Meet More Needs Now'



Joe Di Dio

An apple *from* the teachers is the latest innovation in the Virginia Education Association's ongoing community relations campaign.

Local Associations are presenting public officials, PTA leaders, and other community decision-makers with eye-catching boxes, each containing a shiny apple and an open invitation to "come back to school" and see firsthand the progress that's been made in the last couple of decades.

Among the many other campaign components VEA is distributing to its local affiliates are handy "phone cards" for parents, on which teachers fill in their name and phone number as well as those of the principal and school counselor; bumper stickers and decals bearing the apple motif; eight camera-ready newspaper ads; a display for use at fairs and shopping malls; and a glossy brochure that sets the record straight about the quality of Virginia's public schools.

"Academically, our schools have never done a better job," the VEA materials point out. Not only that, but in the years since today's taxpayers left school, "great strides have been made in retaining low ability, low income students; in meeting needs of students with learning disabilities, emotional problems and physical handicaps; in providing challenges for the gifted and talented; and in helping students develop job skills."

This is the fourth year of VEA's intensive community relations campaign, financed by a special dues assessment of $4 per member per year.

The campaign started out by suggesting ways parents could improve their children's education. During the second and third years, VEA addressed the public's fears about public schools by showing how teachers are coping with student discipline problems, alcohol and drug abuse, and vandalism.

Explains VEA President Brenda Cloyd, "The underlying message has always been to get involved in both your child's education and your schools."

Local Look

TEXAS

The Texas State Teachers Association (TSTA) and its San Antonio Teachers Council (SATC) have won the latest round in a two-year legal battle with the San Antonio Independent School District.

TSTA had filed suit charging the district with violating the constitutional guarantees of free speech, free association, and equal protection by refusing to allow Association staff and leaders to distribute literature in the schools or to visit school buildings to discuss membership.

The district had even banned faculty representatives' talks with their own colleagues. In a September decision, a federal judge issued a temporary restraining order against the district.

The prohibitions of Association activities were in retaliation for two earlier SATC legal suits that charged the district with misappropriating school funds for political campaigns and violating the state's open meeting law. Those suits are still pending.

CONNECTICUT

This month the parents of Killingly schoolchildren will receive a holiday greeting card with the inscription, "Your child is one reason I enjoy teaching."

The cards will be signed by members of the Killingly Education Association, a local that has turned around a decade of conflict with the school district.

How? Through a vigorous community relations effort that has included creating and selling cookbooks to raise scholarship funds, cosponsoring high school drama productions, operating a springtime flea market, running newspaper ads, and coordinating a hiking and biking fundraiser for retarded children.

Says KEA President Myles Cohen, "We've seen a definite change in attitude toward teachers in our community—a positive change." New school board members have been elected, the former superintendent has been ousted, and voters recently raised the local millage rate to give the school budget its biggest hike in years.

ARIZONA

Members of the Indian Oasis Classroom Teachers Association, fresh off a $10,000 back pay victory, have decided to use $7,000 of this money to set up their own legal defense fund and the other $3,000 to reimburse the Arizona Education Association and NEA for attorney fees they provided.

The back pay settlement is the result of a battle that began two years ago. The Association and the Oasis school district—which serves an Indian reservation 40 miles west of Phoenix—had agreed to a new contract and pay raise. But the school board reneged on the agreement and unilaterally sent out new contracts reducing teachers' salaries by a total of $10,000, due to "budget problems."

AEA responded with a class action suit, citing a similar case it had won on appeal in 1970.

Finally, after months of foot-dragging and broken promises, the school board agreed to the out-of-court back pay settlement and pledged in writing never to pull the same stunt again.

Comments AEA Teacher Rights Manager Tom Shaffer, "Members chose to reimburse their state and national organizations and to start a local defense fund as the best ways to show their gratitude to the Association and to protect their legal rights in the future."

AT A FLORIDA JUNIOR COLLEGE

Town's Support Helps Faculty Boost Pay

The Chipola Junior College Faculty Association (CFA), an NEA/Florida Teaching Profession affiliate in Marianna, knows that having the community behind you can be a big help at the bargaining table.

Since a CFA public information campaign began two years ago, salaries for the 50 faculty at this small, rural two-year institution in the Florida panhandle have gone up almost 30 percent and benefits have increased substantially.

"That campaign established our credibility," says chief negotiator Warren Almand, an English instructor. "The board of trustees now looks on us as professionals."

CFA's community relations have come a long way since 1976, when the college administration waged an intense but unsuccessful campaign to prevent faculty unionization. The college played to the community with wild allegations about the evils of collective bargaining.

CFA's public information campaign started in September 1980, soon after negotiations for its second contract reached impasse.

The administration had said it couldn't afford a faculty pay increase because the college was $55,000 in debt. CFA faculty investigated and found that poor management had actually run Chipola $113,000 into debt.

Putting this information to good use, the Association sent newsletters to community leaders, advertised in local newspapers, contacted and met with state legislators, and developed strong media relations.

The CFA also contacted individual members of the Chamber of Commerce for support. Result: a Chamber resolution urging Chipola to solve its financial problems.

The college got the message. The board of trustees dismissed the president and settled with the Association. The new contract provided an increase in salary schedule increments, higher travel expenses, better retirement provisions, and more faculty control over the college's sick leave bank.

The faculty thought then that they had considerable community credibility and support for future bargaining. They were right.

Their next contract—a two-year agreement bargained in 1981—increased faculty salaries by 19 percent. This fall, faculty received an average 10.5 percent increase in reopeners—even though the college budget went up only 4 percent. Chipola is a state-funded institution.

"We had a long way to go to get our salaries on par with the rest of the state," says CFA President Rene Tharpe, a sociology instructor. "Now they're more like the average."

And the CFA has negotiated a very unusual contract clause that many faculty elsewhere would like to have: guaranteed summer school employment.

The provision stipulates that if summer school enrollment is low, faculty will be offered other professional responsibilities—such as curriculum development. Those faculty who don't want either option can take the summer off without pay.

Bill Spooner

The Chipola Junior College Faculty Association found increased bargaining strength after its public information campaign stirred community support for Association concerns. Leaders include (from left) Patricia Mathis, CFA President Rene Tharpe, Mitchell Grabois, Fauline Mathis, Warren Almand, and Robert Ringer.

NEW JERSEY

Teachers aren't usually sent to detention, but that's what happened during this fall's 12-day strike by the Teaneck Teachers Association and the Teaneck Aides Association.

A Bergen County judge held 160 teachers and aides in contempt of court and "jailed" them in an elementary school for three days when they refused to go back to work without a contract.

But the judge also pressured the school board to take the negotiations seriously. The result was a settlement that raises pay for the 450 school employees by 26 to 28 percent over three years. Among other benefits, the new contract also provides payments for covering classes for absent teachers.

The judge has agreed to reduce total strike fines from $500,000 to an estimated $200,000.

MISSOURI

Voters in the St. Louis suburb of Normandy have failed to approve a desperately needed school tax increase three times in a row. The result has been severe cuts in teaching positions, transportation, extracurricular activities, and library services.

But the Normandy Teachers Association is doing everything possible to lessen the cuts' impact on kids. Last summer the Association distributed a booklet suggesting steps parents can take to help the schools cope with their austere budget: e.g., volunteer in the classroom, take their children to the public library, organize car pools to replace school buses.

The booklet has been such a hit that the school system has now reprinted it for distribution at public meetings.

VERMONT

When the school board balked at settling a bargaining dispute and a September teacher strike seemed likely, the Milton Education Association went into action. Members sent newsletters to the town's leading citizens and hosted dozens of coffee klatches to air the Association's position.

During a public meeting, over 300 angry parents gave the teachers a standing ovation and demanded that the school board resume bargaining. The final settlement increased teachers' base pay to $10,900 and left them free of nonteaching duties.

"The key to our success was communication with parents," says MEA President Edward Barry. "We had the town behind us. People in rural communities often look upon teacher militancy as a threat, but we showed them it can be a positive force."

THE ECONOMY

BOOM TO BUST

ROCKY MOUNTAIN TOWNS, SCHOOLS FACE DOWN SIDE OF ECONOMIC CURVE

1957. **Construction crews are putting the final touches on a new town called Jeffrey City. Officials dub it Wyoming's uranium capital.**

1982. **Jeffrey City is dying. Production has stopped at its two uranium mines. The town's population has shrunk from 4,500 to about 1,000 in the last year and a half.**

Jeffrey City is not alone. Dozens of small boom towns that have sprung up throughout the Rocky Mountain states—from New Mexico to Montana—are on the ropes today, victims of overdependence on oil, copper, uranium, silver or molybdenum (an alloy used to harden steel). The boom towns are hurting, and so are their school systems.

To discover what happens when boom towns go bust, *NEA Today* talked recently with Association leaders, school officials, and townspeople in Jeffrey City—as well as in Kellogg, Idaho, and Leadville, Colorado.

Of the three, Jeffrey City is closest to becoming a "ghost town."

The town and the surrounding central Wyoming area are "downright ugly," says Jeffrey City Education Association President Jim Heath, "till you get to know its beauty—the nearby Great Red Desert and the surrounding mountains—Big Horn, Wind River, Seminole, and Sierra Madre."

In its 25 years, Jeffrey City has grown in fits and starts, but mostly in an upward direction, reaching its peak population of 4,500 about two years ago.

Then the bottom fell out. Western Nuclear and Pathfinder shut down the two uranium mines in the face of lower prices and demand for refined uranium. A pound of refined uranium now sells for $25; two years ago it was $43.

As hundreds of miners lost their jobs, the school population also declined—from around 500 to 225. Half the district's teachers were laid off. Twenty-seven remain.

Last year teachers fought hard for a meager $1,200 raise. The school system also limited its contributions to teachers' retirement and health care benefits, and for the first time, teachers—housed in district-owned trailers—are paying the entire cost of electricity.

Still, Heath believes Jeffrey City will survive, if only because the uranium mines must still be maintained by skeleton crews. Mine owners can't afford the cost of completely closing the mines and returning the area to its natural state as required by law.

"The town's hurting, we're hurting... but we've still got kids to teach."

Wanda Kurt

Kellogg, Idaho, teachers Ken Adams and Renae Egge at the entrance to the closed-down Bunker Hill silver mine. A group of local businessmen recently agreed to purchase the mine, but there's no word on when it might reopen.

Kellogg, Idaho, in the heart of the Silver Valley, is doing better than Jeffrey City—but not much.

It's been riding the roller coaster of boom-bust for a long time, but now that the bottom has fallen out of the silver market, the area is encountering its toughest times ever.

During part of 1979 and 1980, silver prices rose from $10 an ounce to $50. Then, thanks in large part to the Hunt brothers, who were hoarding more than a million ounces of silver, silver prices plummeted back to $10 an ounce.

Silver's current $9.50 an ounce doesn't bring any cheers to the miners of Kellogg, most of whom have been laid off from the area's four mines and one smelter.

Shoshone County, surrounding Kellogg, has an unemployment rate of 33 percent, and its schools are feeling the crunch. They depend on local property taxes for the bulk of their revenues, and the market value of Shoshone County property has fallen sharply.

In 1980, Shoshone property was valued at more than $500 million; this year it's worth only $175 million.

School enrollment has dropped by about 12 percent since last year; 13 teachers, most of the 18 teacher aides, and a number of support staff have been let go. A levy request for $285,000 was turned down by Kellogg voters last spring—the first levy failure in 17 years.

"The town's hurting, we're hurting," says West Shoshone Education Association President Joe Partington. "Our classes are larger, we've got less help, and morale's down, but we've still got students to teach—we're holding on."

Nearby in the Wallace school district, Superintendent Frank Bertino says the area's sagging economy has caused a "lot of mental anguish for townspeople, and an increase in the number of attempted suicides and child abuse cases."

Free lunch applications have tripled since last year, he says, and a part-time social worker now works full time to help children, parents, and teachers handle depression and stress.

Almost as bad as the actual pain of joblessness are the rumors that spread through the town like wildfire.

"The town's on a yo-yo," says Idaho Region I UniServ Director Jim Shackleford. "It's rock bottom one day and up the next when a rumor spreads that the mines might reopen."

Mike Green, *Kellogg Evening News*

In happier days, children romped outside Silver King Elementary in Kellogg. The school closed last spring after its enrollment plummeted.

In Leadville, Colorado, in the center of the state, the town's civic leaders are trying some new approaches to deal with 17 percent unemployment, caused by the near total shutdown of the nearby molybdenum mines in Climax and Henderson.

Townspeople are hoping a new ski resort development will inject new life into the area's economy. The town has also refurbished its streets and sidewalks, hoping a facelift might stimulate the tourist trade.

Like their counterparts in Kellogg and Jeffrey City, Leadville residents have known slow times before, though most agree this latest two-year bust is lasting a little longer than usual.

That's because Leadville's prosperity is linked directly to the molybdenum mines. When the steel industry is ailing, as it is at present, demand for molybdenum drops. Two years ago, "moly" sold for about $32 a pound; today it brings under $10.

Lake County Education Association President Alice Bensley, whose husband has been laid off from the Climax mine for seven months, says area schools receive 80 percent of their revenues from the mine.

A first grade teacher at Pitts elementary, Bensley reports that teachers' current negotiations with the school board are centering on the district's plan to conserve its budget now in anticipation of future revenue declines.

Will the current bust cycle turn to boom again? No one in Leadville, Kellogg, or Jeffrey City can say for sure.

But Jeffrey City's Jim Heath, a business education teacher who "escaped" the hustle and bustle of Cheyenne six years ago, says he's staying even though times are tough.

"No one's going hungry here," he says. "There's plenty of antelope, deer and fish. My family and I love it."

—Bill Fischer

RESOURCES

Free or Inexpensive

CONSUMER EDUCATION

What Do Kids Know About Money? Social Security Administration. Resource kit. Designed to teach young people the basics about the Social Security system. Contains comic-book minitext, audiovisual materials, lesson plans and activities, and opinion survey. Free. Youth Outreach, Social Security Administration, Office of Governmental Affairs, 6401 Security Blvd., Baltimore, MD 21235.

ELEMENTARY

McGuffey's Eclectic Spelling-Book. Van Nostrand Reinhold. Hardback. A facsimile of the 1879 revision of the McGuffey speller. Offers special lists of words designed to ensure that Victorian students would not falter when they encountered such terms as *décolleté, eisteddfod,* or *howitzer*. 1982. 144 pp. $5.95. Van Nostrand Reinhold, 7625 Empire Dr., Florence, KY 41042—or from booksellers.

HEALTH AND SAFETY

The following teachers' packets and companion films on eye health and safety are available from the National Society To Prevent Blindness, 79 Madison Ave., New York, NY 10016.

The Eyes Have It: Teacher's Packet on Children's Eye Safety, K-3. Includes teacher's guide and spirit masters for classroom activities. Cat. No. P620. $2. Can be used alone or with 16mm color/sound film also called *The Eyes Have It!*

An Option To See: Teacher's Packet on Lab and Shop Eye Safety, Grades 7-12. Includes teacher's guide, poster, overhead transparencies, spirit masters, and a first aid sticker. Cat. No. P621. $3.95. Can be used alone or with companion color/sound film also called *An Option To See*.

Both films are available in the continental U.S. for a small handling fee; order at least 12 weeks in advance.

READING

The books listed below about activities teachers use to encourage reading are available from Scholastic Book Services, 904 Sylvan Ave., Englewood Cliffs, NJ 07632. Enclose payment for orders under $10 (25 percent discount to educators). Prepaid orders shipped free.

Fifty Creative Ways To Use Paperbacks in the Primary Grades. Booklet. 1980. 63 pp. Stock No. OH 31848-9. $2.25.

Fifty Creative Ways To Use Paperbacks in the Middle Grades. Booklet. 1980. 64 pp. Stock No. OH 31797-0. $2.25.

The Great Paperback Contest Book: Creative Ways To Use Paperbacks in Grades 7-12. Paperback. 1980. 91 pp. Stock No. OH 31879-9. $2.25.

SOCIAL SCIENCES

African Names: People and Places. African Studies Program, University of Illinois. Book. Designed as a teacher's manual adaptable to all levels. Contains background information; suggestions for classroom activities (including reproducible pages); and supplementary resources, such as a pronunciation guide. 1982. 105 pp. $10 plus $1 handling. Check payable to University of Illinois must accompany order. African Studies Program, Univ. of Illinois, 1208 W. California #101, Urbana, IL 61801.

Census '80: Projects for Students. U.S. Department of Commerce, Bureau of the Census. Workbook. Designed for college undergraduates and their instructors in courses dealing with census data or census-related skills. Contains student exercises submitted by college instructors, plus an overview that describes the skills they are intended to develop. 1981. 88 pp. $5.50. Stock No. 003-024-03516-2. Superintendent of Documents, Government Printing Office, Washington, DC 20402.

VOCATIONAL/CAREER EDUCATION

Factfile #13: Films About Motion Pictures and Television. The American Film Institute. Booklet. Catalogs and annotates 258 rental films and three rental videotapes that teachers can use to introduce students at any level to motion picture and television production and appreciation. Also gives rental prices for nonadmission classroom screenings and lists distributors. 1981. 54 pp. $5. ES Publications, The American Film Institute, P.O. Box 27999, 2021 N. Western Ave., Los Angeles, CA 90027.

WRITING

Handbook for Planning an Effective Writing Program: Kindergarten Through Grade Twelve. California State Department of Education. Booklet. Provides school-level curriculum planners with a standard for assessing existing writing programs and a tool for designing new ones. 1982. 63 pp. $2 (plus sales tax for California residents). Remittance must accompany orders except those made by government agencies in California. State Dept. of Education, P.O. Box 271, Sacramento, CA 95802.

What Can I Write About? 7,000 Topics for High School Students. David Powell. National Council of Teachers of English (NCTE). Booklet. Contains ideas for assignments in every type of writing called for in the secondary curriculum—comparison/contrast, narrative, exposition, creative, to name only a few. 1981. 111 pp. $6.50; NCTE members, $5. Stock No. 56568. NCTE, 1111 Kenyon Rd., Urbana, IL 61801.

Books

High School Achievement: Public, Catholic, and Private Schools Compared by **James S. Coleman, Thomas Hoffer,** and **Sally Kilgore.** Basic Books. 227 pp. $20.75.

In *High School Achievement*, a team of researchers headed by the controversial James Coleman compares student achievement in U.S. public and private secondary schools.

Commissioned by the National Center for Education Statistics (NCES), the report first appeared, in draft form, in April 1981. Ever since, many readers have interpreted its message as "private schools are better than public schools." Advocates of federal support for private elementary and secondary schools have tried to use the study to support their position.

High School Achievement deserves praise for one thing: the new and important descriptive information it presents about secondary education. The authors have correlated many data on student and school characteristics gathered for a continuing NCES study of 1980 high school graduates called *High School and Beyond*.

If Coleman, Hoffer, and Kilgore had done no more, *High School Achievement* could receive high marks as a source of data. They go on, however, to draw conclusions that the data do not warrant. And they inappropriately draw inferences about the desirability of certain government policies (such as educational vouchers) in areas (such as racial integration) where values, not just statistical data, should be the basis for action.

Their primary unwarranted conclusions and inferences are these:

- *Private schools produce better cognitive outcomes than public schools.*

Not so. This conclusion is based on student performance data for only 34 test items. In reaching it, moreover, the authors use a methodology for comparing student achievement in public and private schools that does not satisfactorily distinguish between differences in the kinds of students who select each type of school and differences in the effects of the school programs themselves.

- *Private schools do* not *increase racial or social segregation.*

Not proven. This inference uses an index based on the statistical "availability" of Blacks and Whites to each education sector, but dismisses real-life considerations such as equality of access.

- *Tuition tax credits and education vouchers will bring proportionately more Blacks and Hispanics than Whites into private schools.*

Another "not proven." This inference is based on a hypothetical experiment for which the accuracy of available data (e.g., student reports of family income) is questionable. Also questionable is the authors' failure to take into account probable effects on the private schools themselves of increased demand for their services or of the advent of government regulation.

When social scientists try to make research useful to policymakers, they are tempted to compromise standards of disciplined inquiry. In my view, the authors of *High School Achievement* have succumbed to that temptation. This is unfortunate, because policies based on flawed information are likely to do more harm than good.

Reviewed by Carol Norman, Research Specialist, NEA.

The Early Window: Effects of Television on Children and Youth by **Robert M. Liebert, Joyce M. Sprafkin,** and **Emily S. Davidson.** Pergamon Press. Second edition. 256 pp. $25; paperback, $9.95.

Some teachers think of television as an enemy—or at best as a competitor for students' attention. For them—in fact, for any educator interested in learning about television's effects on the young—*The Early Window* is a useful book. This updated edition summarizes and explains the sizable body of research on the topic and brings the story up to date for the last decade.

Adults' concerns about television and children have remained the same since the medium became widely available in the late 1950's. Research has centered on how children are affected by viewing violence, stereotypical characters, and commercials.

To take the research on violence as an example, the authors (who are psychologists) find flaws in the research methods of many of the studies. They are willing to conclude that TV violence can arouse young viewers to imitate aggressive and antisocial acts, but they recognize that television violence by itself is not likely to stimulate negative behavior on the part of viewers.

Other factors, such as social

and economic background, a predisposition to violence, and the availability of guns, also contribute. The result is that children's reactions to TV violence differ; they are not predictable in advance.

If TV can encourage negative acts, the authors find it can also influence children in positive ways when it exposes them regularly to positive social models. Elementary teachers may be interested in the reports on research exploring the possible benefits to children's development of viewing so-called prosocial messages on TV.

However, teachers who want to lessen the impact television has on their students will find the last chapter, "Harnessing Television's Potential," merely a tease.

Reviewed by Camille Faith, elementary teacher, Baltimore County, Maryland.

TV/RADIO TIPS

NEA recommends the following broadcasts to members, students, and their families in the weeks ahead:

The Cancer Confrontation—*Metromedia syndicated, one hour, early December (check local listings for date, time, and station).* A straightforward documentary look at cancer: the experiments, treatment choices, doctors, politics, and quackery. Hosted by Daniel J. Travanti of *Hill Street Blues.* Includes some very graphic visuals and should be viewed with discretion.

Parents of the Wild—*PBS, Wednesday, December 8, 8-9 p.m. ET.* Bob Newhart narrates this engaging look at how animals protect and educate their young.

Powerhouse—*PBS, Monday through Friday, 6-6:30 p.m. ET. Series debuts with a special hour-long program Sunday, December 12, 7-8 p.m. ET.* Action/adventure series for teenagers and pre-teens examines concepts of mental and physical health. Funded by the U.S. Department of Education. Includes "uncommercials"—brief health messages featuring celebrities. A complete educational package has been mailed directly to schools and to the instructional TV director at your local public television station. For one free copy write to Stone Associates at 441 Lexington Ave., New York, NY 10017 or 7449 Melrose Ave., Los Angeles, CA 90046.

The Member of the Wedding—*NBC-TV, Monday, December 20, 9-11 p.m. ET.* Carson McCuller's classic drama stars Pearl Bailey as the compassionate Berenice Sadie Brown, a cook in the household of a southern widower with two young children. Viewer's guide available from your local NBC-TV station.

Hansel and Gretel—*PBS, Saturday, December 25, 2-4:15 p.m. ET.* "Live from the Met" presentation based on the Grimm fairy tale, sung in English and broadcast simultaneously over the Texaco/Metropolitan Opera Radio Network.

Taylor Made Piano—*National Public Radio, weekly through December (check local radio listings for dates and times).* Four programs take listeners on a journey through the last 25 years of contemporary jazz piano. Details on these and all other NPR programs are available by calling toll-free (800) 424-2909.

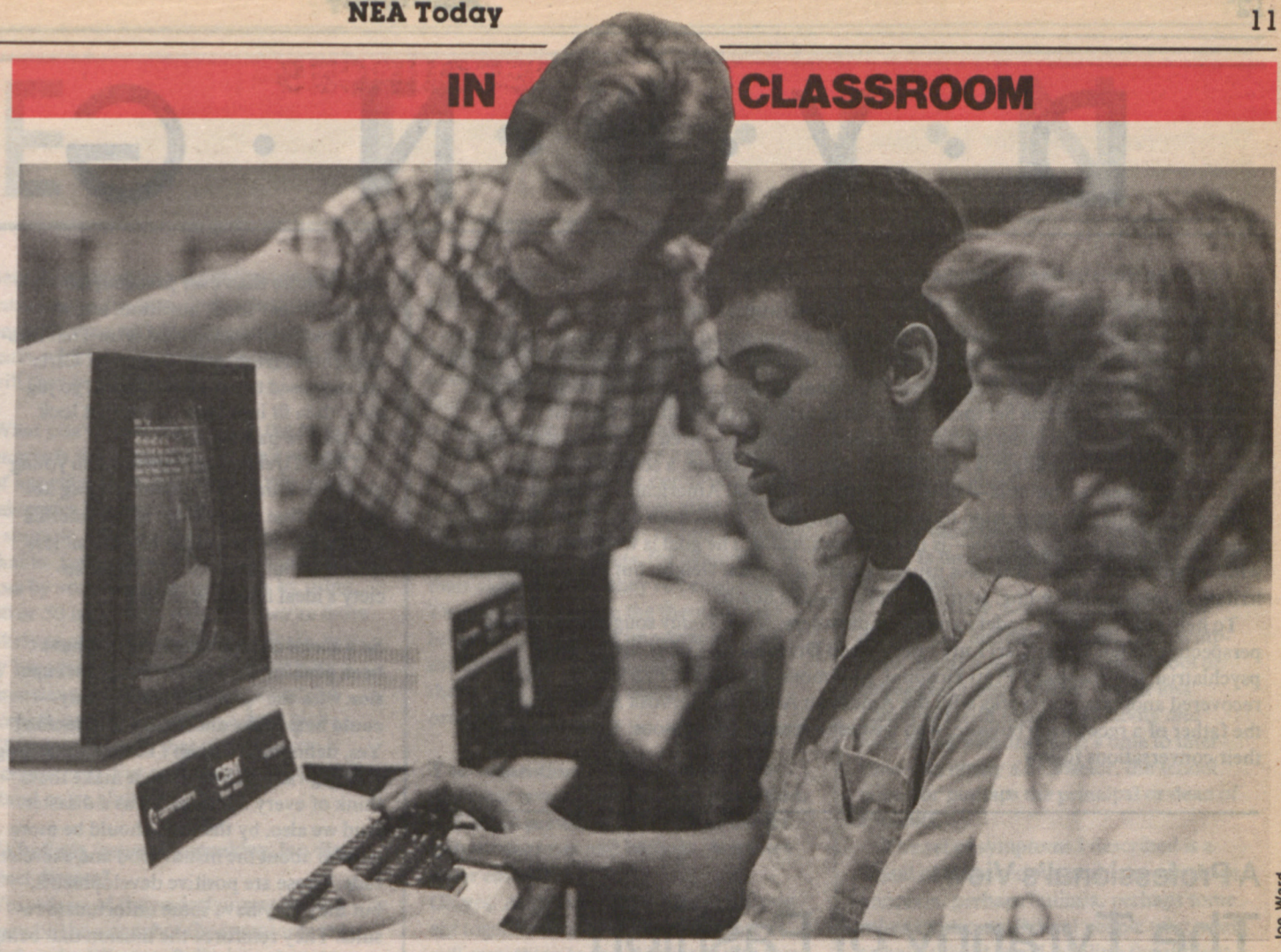
Children's Radio Theatre invites *your* students to

Write a Radio Play!

Winning scripts will be produced by Children's Radio Theatre and aired over National Public Radio stations in late 1983. Authors must be age 5 to 17. Plays may be any length and on any subject but must be received by December 31, 1982.

Send scripts—including author's name, address, phone number, and age—to Henny Penny Playwriting Contest, Children's Radio Theatre, 1609 Connecticut Ave., N.W., Washington, DC 20009.

IN CLASSROOM



Joe Ward

Co-editors of the student newspaper at Santa Clara's Wilcox High School create copy on their word processor, under the watchful eye of adviser Ruth Werfel.

A California High School Enters The Age of Computer Journalism

Used wisely, a microcomputer can mean lower costs and greater satisfaction for school newspaper staffs—and the teachers who advise them.

by Ruth Werfel

As adviser for the *Aegis,* our school newspaper, I was worrying more and more about the rising costs of paper, typesetting, and printing. Staying within our budget—which at $1,800 had hardly increased in 20 years—was becoming impossible.

Microcomputers have not only solved my budget problems, but cleared up several other difficulties as well.

In the fall of 1981, our school library acquired several micros. Among them were 10 that have word-processing capabilities and can produce proofs on paper.

I decided then to learn how to use a word processor so that we could eventually produce the copy for the newspaper on it. I spent my preparation periods in the library, reading the word processing manual and doing the exercises. Often I took a micro and the disk system home over the weekend.

But with all my advance work, it still took me many hours to "keyboard" into the micro the articles for the next edition of the paper. Then, although the material printed out very nicely, the type size and spacing were larger than usual. As a result, the newspaper needed a larger page size and so cost more to print.

the AEGIS

Spirit leaders appointed

Music Dept. annex started

On the Inside

In the following weeks, I taught the newspaper staff how to enter their articles into the micro. We then tackled a new problem. The word processor produced lines of copy that were all the same length ("justified"), but to do this, it often left noticeable gaps between words. The students learned how to hyphenate words at the ends of lines to close these gaps.

The problem of type size and spacing, however, remained. For the next month's issue, we sent our copy out to a copying center to be reduced to 74 percent of its original size. This process cost less than $2 for our eight pages. The resulting type was about the same size we had been using for our paper before. It printed beautifully, and the result was a sharp, professional-looking paper.

In addition to producing our own copy, we created our own headlines with press-on type. We paid only for having photos made into halftones and for the actual printing of the roughly 1,600 copies. By June, for the first time in my six years as newspaper adviser, we had money left over. The new method saved us the $20 a page we'd been paying an outside typesetter.

Using the word processor has brought other unexpected benefits. In the words of one student, it's "revolutionized" the newspaper. Making corrections and editorial changes is quick and even fun, so it's easier to keep revising a piece until it's just the way the students want it.

In the pre-micro days, typewritten stories would soon get so messy with changes and inserts that they were almost unreadable. Now reporters and editors are always looking at the latest, "cleanest" version, without any laborious retyping.

Result? The finished stories read much better. As one of the students put it, "The word processor leaves time and space for creativity."

Then, too, since the students can no longer rely on an outside typesetter to correct their mistakes and misspellings, they keyboard and proofread more carefully. As a result, we have fewer paste-overs and less smudging, so the final layouts that we take to the printer are cleaner and sharper.

Another bonus is the new evenness of the work flow. Before the micros, there were always days when the staff had nothing to do because they were waiting for copy to be typeset or for the final proofs to be made. Now they are always typing articles or making headlines or working on final paste-ups, experiencing every aspect of newspaper production except the actual printing.

The computers have not only saved us money, but we all have a new sense of pride in our finished product.

Ruth Werfel is an English teacher at Adrian C. Wilcox High School in Santa Clara, California.

D·Y·I·N·G T·O A·N·O·R·E·X·I·A

"I enjoy having this disease. I want it." These words—those of a 20-year-old woman, 5'6" tall, 70 pounds, shriveled, an animated skeleton—point to the mystery of a disease that afflicts more than 300,000 people in this country. Most are female adolescents. More than 15 percent of them will die from their affliction.

The victims of anorexia nervosa—committed to self-starvation and frenetic activity as part of a relentless pursuit of excessive thinness—often insist that starvation means survival. Their hunger is reassurance—their emaciation, a source of pride.

A related disease—bulimia—afflicts more than 700,000 Americans. Characterized by an uncontrollable compulsion to vomit as many as 15 times each day, its incidence—especially among young women—is rising dramatically. The goal is weight control without self-deprivation. Bulimics usually sustain a normal weight, but risk esophageal irritation, intestinal bleeding, stomach rupture—and death.

To help readers better understand these disorders, *NEA Today* sought a variety of perspectives. Staff writer Carl Luty interviewed Dr. James J. Gibbs, senior child psychiatrist, the Sheppard-Pratt Hospital, Baltimore, Maryland; Patricia De Pol, a recovered anorexic who works with the American Anorexia Nervosa Association; and the father of a recovering bulimic, who wishes to remain anonymous. Excerpts from their conversations follow.

A Professional's View

The Tyranny of Fashion

The popular media refer to anorexia nervosa as "a virtual epidemic sweeping the nation." Is that an exaggeration? If not, what's causing this "epidemic"?
Dr. Gibbs: I think most clinicians would agree with the media. The most recent statistics show that roughly one out of every 100 girls becomes anorectic at some time during adolescence.

As to the reason, my guess is that society is more than ever preoccupied with eating, proper food, nutrition, and of course with thinness. Thin is in. That message comes from every direction. Girls are supposed to eat low-cal food, go jogging, then fit into those jeans that look like they're painted on.

There's tremendous pressure on young girls to be slim. I remember reading not long ago that the average Miss America contestant today weighs 10 percent less than the contestant of 1972. Our society's ideal female is skinny.

So a social change that feminists have been pushing for years—less preoccupation with the "perfect" female body—could help make anorexia less common?
Yes, definitely. We can't keep bombarding young girls with images that make them think of every ounce of fat as a disaster. And we also, by the way, should be more careful about the health food and exercise fads. Those are positive developments, but they may have some unfortunate results. They reinforce the illusion that being underweight is being healthy. When people embrace that illusion to the extreme, they become likely candidates for anorexia and thus likely candidates for an early death.

The mortality rate for anorexics suggests this is not a syndrome that the medical community has a handle on yet.
Well, we certainly don't have all the answers. And the treatment of anorexics is very difficult—in part because of their capacity for denial. They'll *swear* there's nothing wrong.

The treatment is also difficult because it must almost always combine nutritional therapy, individual psychotherapy, and family counseling. You see, there's growing evidence that anorexia is a form of rebellion. Often these kids have become angry—outraged—about always hearing how bright, attractive, and well behaved they are.

"Typical" anorexics have been model children. They've been perfect. And their parents' compliments make them feel that they *have to be* perfect. So they're looking for an escape from these expectations. They want control, and their symptoms provide it.

A Former Patient's View

'I Wanted To Be a Child Again'

This may sound harsh, but why did you decide to starve yourself?
Patricia De Pol: That's not harsh, but it is inaccurate. I didn't *decide* to starve. Like other diseases, anorexia *happens* to you. You don't choose it any more than a person chooses diabetes.

I was 16 at the time (I'm 30 now). I was unhappy, afraid of growing up, unable to cope with being an adult and having a shape and menstruating. I wanted to be a child again. So at least physically, I became one. I dropped from 117 pounds to 69.

Did you understand this at the time?
Not at all. I had no idea what was happening. All I knew was that I was confused, depressed, and I couldn't eat. I really wanted to eat. I just couldn't.

Did other people notice or try to help?
Oh, yes! For a while, I tricked them. I wore bulky clothes, hid during lunch hours at school, and lied—a lot. But my teachers noticed. They saw that I was losing weight and also becoming more withdrawn. The personality change was definitely evident before the weight loss. I was more reclusive. So the teachers tried to help, referred me to the school nurse, talked to me. They were understanding.

And your reaction?
Go away! I mean, I wasn't hostile, but I was . . . indifferent, I guess. I didn't think anything would help. So I thought, why bother?

Was your performance in school affected?
Yes, but in a strange way. I'd always been a decent student, but I became a better one. I threw all my energy into my schoolwork.

Much of the professional literature suggests that anorexia is an exclusive possession of middle and upper-middle class families. Does that generalization hold in your case?
Yes, but things have changed. The pattern is shifting, and anorexia is showing up more and more at lower economic levels. It seems like everybody and her sister are getting it.

According to most research, everybody and her *white* sister.
No, Blacks and other minorities become anorectic. That's still rare, but it happens. The incidence of anorexia among boys is also slightly up.

I think the reason males are less prone to anorexia, by the way, is because they don't go through as many changes during adolescence. They don't have so many physical changes occurring all at the same time—and they don't have to worry about pregnancy.

Let's get back to you. How long did your recovery take?
A *long* time. By 1975—seven years after I became anorectic—I was closing in on recovery. My appearance and weight were almost normal, and I wasn't hung up on food. My period returned, too. But I was still struggling with old conflicts. I wasn't fully recovered until 1977.

The therapy takes years—in part because at first you resist it. Then you make a breakthrough, begin to understand yourself better, and start to eat almost normally.

But even then, there's a long way to go. You have to relearn how to socialize, how to relate to your parents, how to stop closing off your feelings. Starting to eat again may be one of the easier parts of the recovery process. The tough part is coming to terms with what made you anorectic—the fears, the confusion.

Maybe the rise in the incidence of anorexia suggests that we're botching the way we as a society treat adolescents—the demands we make of them, the messages we convey.
I think so. Adolescence is hard enough, but society can make it hell. We give adolescents contradictory demands: Grow up—don't grow up. Act your age—act

D B·E T·H·I·N

They end their parents' demands for perfection. Parents can't expect perfection from a child who's sickly, withdrawn, and shrinking before their eyes.

But such a rebellion is passive. Why not a more aggressive one?
Your question may point to another reason most anorexics are young women. Our society teaches them not to be aggressive or assertive. So when they feel hostility, they turn it inward. They don't confront their parents directly—don't control them directly. They achieve control by controlling their own bodies.

Is this a conscious rebellion? Do anorexics know what they're doing?
No. Not at all. Prior to therapy, they usually have no idea why they're starving themselves. They're hungry, with real hunger pains. And they're totally preoccupied with food, always talking about it, wanting it. But they just cannot eat.

That's why the first therapeutic step is often hospitalization and intravenous feeding. Only when they begin dealing with their underlying problems, which have nothing to do with food, will they begin to eat.

What you've said implies that the term anorexia is a misnomer. There's no loss of appetite. Does that explain why some anorexics become bulimic?
I suppose, but I don't know how common that is. True, anorexics can achieve weight loss by vomiting after eating or by using 40 or 50 laxatives a day. But they're more likely to stay with starvation. That's partly because after prolonged starvation many anorexics experience a "high"—something comparable to a drug high. The physiology of that phenomenon is complicated, but we're beginning to understand more about it.

So bulimia, generally speaking, is a distinct disease?
Yes. Many of the underlying problems may be the same, but the symptoms are definitely different. Bulimics eat excessively, feel guilty, then vomit to purge themselves—both psychologically and physically. Often the vomiting becomes almost an addiction. Some bulimics get pleasure from vomiting. Then they develop a binge-guilt-vomit-pleasure-hunger-binge cycle. And it's very hard to break.

Is part of the difficulty that bulimics tend to conceal their activities?
Generally that's true, although the habit is "in" at some colleges and universities, and the vomiting becomes a group activity. But yes, bulimics are cunning, as are anorexics. Anorexics, even after starting therapy, will go so far as to conceal heavy objects—paperweights, for example—in their clothing when they're being weighed. They want to deceive the therapist into believing that they're improving—and eating. If they're weighed unclothed, they'll conceal heavy objects in bodily orifices.

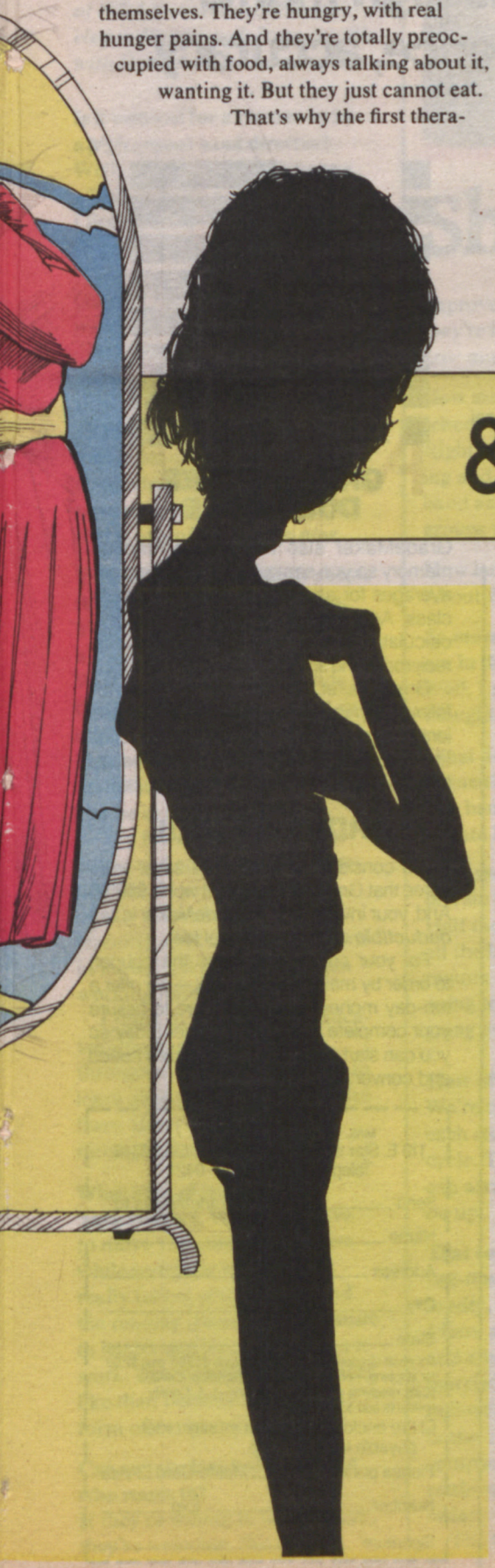
You've mentioned family conflicts, resentment toward demands for perfection, and social pressures to be thin as causes of both anorexia and bulimia. Are there other causes?
Oh yes. And often all the causes are present together. I'm convinced that there's still something to the old theory that fear of pregnancy is a cause.

The hormonal changes of adolescence often occur with surprising suddenness. A girl wakes up to find that she's beginning to look like a woman. She starts menstruating. She may not be ready for these signs of adulthood and so seeks a return to childhood. Anorexia provides the desired regression: breasts flatten out, curves disappear, and the menstrual period stops. She gets the protection she wants against pregnancy. She also succeeds in making herself unattractive to boys, so she doesn't have to deal with any pressure to be sexually involved.

You've described two devastating diseases. Is there anything school people can do to help?
Unfortunately, not much, because anorexics and bulimics conceal their symptoms. But if a teacher or other school or college employee notices weight loss combined with increased activity *and* with social withdrawal, it's time to intervene—to notify a counselor, the school nurse, or perhaps the principal or dean of students.

The set of symptoms I described is a signal of *some* serious problem—perhaps anorexia, perhaps bulimia, perhaps some other syndrome. School people who want to help should avoid labeling the student, but should act—and act quickly.

Early intervention can help?
Maybe. But remember, anorexics and bulimics resist help. The helpers are the enemy. So maybe—but only maybe.



& B·U·L·I·M·I·A

younger—act older. No wonder kids get confused.

What advice would you give adolescents—especially those who are or may become anorectic?

Well, I'd want to try to get across to them that there's a world out there that's really worth being a part of. There's a world of emotional involvement that's wonderful even when it's difficult. Recovery is a long hard climb. But it's worth it. I love being recovered. I *love* it.

Resources

For further information on treatment centers, self-help groups, clinics, and hospitals specializing in anorexia and bulimia, contact the following organizations. Educational materials are available.

American Anorexia Nervosa Association, Inc.
133 Cedar Lane
Teaneck, NJ 07666
Phone: 201-836-1800

National Anorexic Aid Society, Inc.
P.O. Box 29461
Columbus, OH 43229
Phone: 614-846-6810

The National Association of Anorexia Nervosa and Associated Disorders
Box 271
Highland Park, IL 60035
Phone: 312-831-3438

A Father's View

From Helplessness to Hope

Would you recount the ordeal you've been through with your daughter?
Father: Sure. But first let me make some general comments about bulimia.

Most doctors agree that bulimics compulsively vomit in response to the guilt they feel about overeating. But beyond that, the disease is poorly understood—in large part because the victims feel ashamed of their bizarre behavior, think they're unique and alone, feel trapped, and so refuse to talk about their problems.

So bulimics are hard to detect—even if they're living with you?
Almost impossible. The only clues that there's a problem may be a gradual development of hostile behavior and attitudes, a deterioration of health and appearance, and possibly a decline of achievement in school. The signals aren't dramatic. But as they develop, the victim's self-esteem and confidence diminish. Self-disgust and hatred grow.

My daughter, starting at age 16, snacked frequently, vomited several times each day, and overdosed on laxatives—all in secret. Her goal, she later explained, was "to look better."

This behavior continued undetected for six months. Within 18 months, her health deteriorated, and her hair and skin lost their healthy glow. In school her grades dropped from A's to B's and C's, and her Scholastic Aptitude Test scores declined by 130 points. Her relationships with us—her family—and with peers and teachers became increasingly hostile. We felt totally helpless.

Where did you turn for help?
We sought the advice of psychiatrists, family counselors, medical authorities. Unfortunately, many had never heard of bulimia. Some claimed it was incurable. But finally, after much unproductive counseling and therapy, we found treatment that started our daughter on the road to recovery.

For the first time, our daughter—now 18—will talk about her problems. And she resists the compulsion to eat and vomit. The most important element in her recovery has been the love and understanding of peers, professional staff, and family.

Our entire family feels lucky. Until you experience something like this, there's no way to understand the agony of watching your child self-destruct. And there's no way to imagine the joy you feel when you see your child at last beginning to get relief—beginning to live again.

IDEA EXCHANGE

Developing Support for Teachers

Parents can be strong allies for teachers, because they can affect students' motivation and school discipline, points out English teacher Mike Hudson. And Hudson, who teaches at Arnold Junior High School in Columbus, Georgia, takes the time to get parents' help.

During the fall of 1981, for the first time, he telephoned the parents of all his students and gave them good, positive reports about their children. He also encouraged the parents to contact him if they ever had a question about their child's progress or anything the class was doing.

Later in the year, if Hudson had to call a parent with a bad report, he would soon follow up with a good one, perhaps on the child's improvement.

The first round of contacts with all parents, at five to 10 minutes per call, took about three and a half weeks. The results, Hudson says, were phenomenal. Students' awareness of the calls home improved both their classroom behavior and their motivation.

Improvement came in public relations as well. Many parents told Hudson no teacher had ever called before to tell them something good about their child. They then worked together with him on the few problems that arose through the year.

Hudson says the reduction in discipline problems and improvement in motivation made last year the most pleasant of his career. To make this year just as good, he started it off the same way.

Neutralizing TV Violence

One of the most worrisome aspects of children's television viewing is TV's portrayal of violence as an acceptable and effective way to solve problems.

Getting the Most Out of TV (copyright 1981, Scott, Foresman and Company, Glenview, Ill.) offers some ways teachers can help students put TV violence (and other things they see on television) in perspective.

Authors Dorothy G. Singer, Jerome L. Singer, and Diana M. Zuckerman suggest asking students to write or speak on the following topics.

- The violent incidents in an action show and a cartoon they usually watch.
- Whether the stars of TV programs ever get badly hurt or killed, and the reasons why or why not.
- An example of verbal aggression on TV.
- How they feel after watching a TV show that seems violent.
- How to tell the difference between violence on the news and violence on action programs.
- An interview with a real police officer, including his or her opinion on whether police work is as exciting in real life as it is on TV.
- Ways to solve problems without violence.

In addition, students can draw two pictures of people solving a problem, one picture showing a violent solution, the other a nonviolent one.

Look, Ma—No Hardware!

Audrey Elliott, who teaches academic skills at Incarnate Word College in San Antonio, Texas, uses "word processing," complete with computer terms, to bring grammar lessons to life.

"Take out your floppy disk and your disk drive," she begins, holding up an ordinary sheet of paper and a pencil before her astonished class.

She goes on to instruct students to fold the "disk" in half lengthwise, then fold that long strip into six equal parts. This gives them 12 columns in which to store information.

For, say, a review of the parts of speech, students then write a heading above each column: *Program Title, Adjectives, Adverbs, Articles, Conjunctions, Gerunds, Infinitives, Nouns, Participles, Prepositions, Pronouns, Verbs.*

"Now," Elliott continues, "think of a topic for which you already have much data in your memory bank." She herself also chooses a topic, which she and the class develop, step by step, to illustrate each instruction she gives.

Elliott and the class first work out a definition for each part of speech. Students then fill their "floppy disks" with 10 examples in each column.

Next, students draft essays on their chosen topics. Elliott reminds them to include an introductory paragraph and a concluding paragraph as well as the central paragraphs that develop the main idea. They also use about five words from each column.

In evaluating the essays, however, Elliott does not count the number of words used from each column. Rather, she notices how often and how effectively students have used gerunds, participles, infinitives, conjunctions, and prepositions.

She says she finds the students' sentence structure more mature and their ideas more precisely expressed after this exercise. "There's no need to wait for an affordable word processor," she says. "You already have a roomful. Just turn them on, feed their minds, and see how they work."

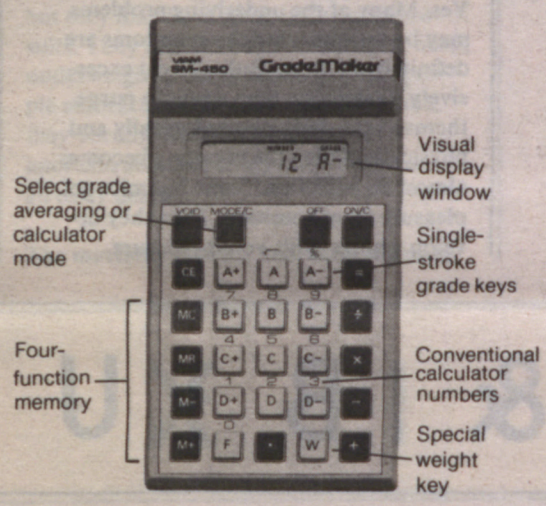
If you're using a classroom activity that you think other NEA members might like to know about, send a description to Idea Exchange, *NEA Today*, 1201 16th St., N.W., Washington, DC 20036.

TOP SCORER

Grade averaging calculator earns high marks from educators for speed, convenience, accuracy.

Averaging letter grades is one of the most tedious and least rewarding parts of teaching. Each year, you spend hundreds of hours translating letters into numbers, figuring out how to weight grades, and going through a division process to come up with yet another number to be converted back into a letter grade. Even if you're using a numerical point system for daily grading, you still probably have to convert to a letter for the final course grade.

This drudgery, busy work takes time away from the more creative aspects of teaching—time away from students—time away from yourself and your family. But how can you make things better?



A TEACHER FOUND THE SOLUTION

Working in a suburban California school, Susan McGuire went through the same grade averaging traumas as you do. Sue figured that she handled nearly a quarter million grades each year, which took ***more than forty days of her own time.*** Then she found a better way. Sue invented the GradeMaker™ calculator to handle the entire process quickly, automatically, and accurately. In fact, her GradeMaker even weights scores and comes up with class averages!

SAVES YOU HOURS!

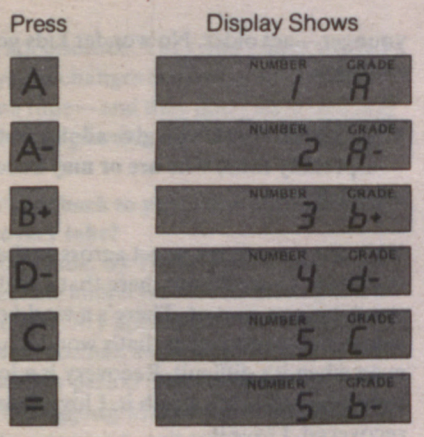
"Teachers have to see GradeMaker in action to believe how fast it is," Sue says. "All you have to do is punch in the letters, without even a plus in between. As you go along, the display shows how many grades you've already entered, so you don't have to start all over if you're interrupted. When you've entered all the student's grades, just press the equals key, and the letter grade average appears. It's that easy!"

GradeMaker reduces your grade averaging time from hours to minutes. In fact, it can cut the time spent with ordinary calculators by two-thirds. Let's take a closer look at GradeMaker to see how it operates. Also, try these examples on a conventional calculator, and you'll be convinced that you can save yourself lots of time.

GRADEMAKER IN ACTION

Here's how easily you can average five letter grades. Get GradeMaker going by pressing the "ON" key, then press "MODE" until the display shows the words "NUMBER" and "GRADE."

Now press just one key to enter each of the five grades—A, A−, B+, D−, and C.

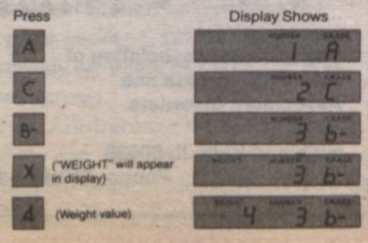


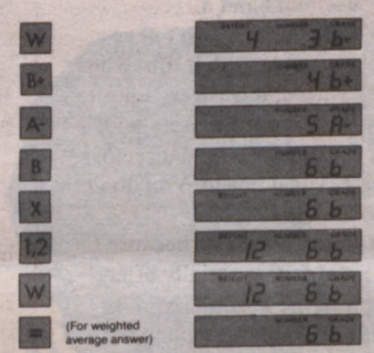
In less time than it takes to read about it, you have the answer—an average grade of B− with ***just 6 key strokes.*** On a conventional calculator (scale from 13 for an A+ to 1 for an F), you'd have to press ***15 keys*** then convert back to a letter; with number grades based on 100-point assignments—***20 keys*** and a conversion.

Let's explore another GradeMaker exclusive—the special "WEIGHT" key that lets you weight major tests, projects or term papers from 1-99 times the value of other individual grades—all without creating elaborate formulas.

Grades:	A	C	B−	B+	A−	B
Weight:	1	1	4	1	1	12

(1's are for homework, 4 for mid-term, and 12 for the final.)





GRADEMAKER DOES MORE

GradeMaker also has a four function memory so you can quickly compute class averages for as many as 99 students per class. And it doubles as a conventional calculator with square root, percentage, reciprocal, and automatic constant functions.

GradeMaker comes with an easy-to-follow, 28-page instruction manual, convenient storage pouch—and even the batteries are included. (An automatic shutoff feature keeps your battery costs to a minimum.)

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If you consider the time you'll save, you'll agree that GradeMaker is well worth $59.95. And, your investment in GradeMaker is ***tax deductible*** as a professional tool.

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Meet: Donna Angell

Ernie Danek

She's the Leader of the Band

*"If you drop your music, **please** don't pick it up. You'll get trampled. When people are marching, they can't see what's ahead of them."*

Bullhorn in hand, Donna Angell lopes nimbly in reverse up the football field ahead of her high school marching band. "OK, stop! French horns, where were you?"

As band director in an Iowa farming community just south of the Minnesota border, Association member Donna Angell is responsible for the marching, pep, concert, jazz, and elementary bands.

What's it like to have that job in a school system of 700 students? To find out, Jane Power of NEA Communications traveled to Northwood, Iowa, to talk with Donna Angell.

Is it unusual for a woman to be a high school band director?
Well, really, sex doesn't have a whole lot to do with it. But when I first started, it was very unusual. In college all my advisers said, "Women are not band directors. Go into vocal music. You don't want to do this."

It made me angry, because I *did* want to—especially after they told me I didn't. And in 1956, when I first applied for jobs, a lot of places were quite frank about not wanting a woman applicant. But I think that is less of a problem now.

Your experience certainly shows that it shouldn't be a problem. Your concert band seems to win a state award every year.
Well, of course in Iowa bands don't really compete against each other. If you perform at the highest level of quality, you get a first place. Any number of bands can be in that category.

The Iowa system promotes music and education, not competition. If your kids do well, mostly it means they've been learning what they should learn in music, not that you've been working hard to win.

I think of myself as an educator who happens to teach through music. It's important to learn about music, and kids also learn about other subjects through music.

What kind of subjects?
Take reading. When you have to move your fingers and blow while watching each note, it really forces you to read. And the reading transfers from music to letters and words. I've seen it work. There are lots of instances like that, because music is a form of communication.

Can any student be in the band who wants to?
If they're willing to do the work, they're welcome. We try to improve musical ability while they're here—it doesn't matter how much they start with.

How many kids are in the high school band?
Right now, 92. That's the marching and concert band. The pep band and jazz band are smaller groups within that.

How large is the high school?
About 240 students.

So more than a third of the kids are in the band?
Well, I suppose so. I hadn't thought about it.

What do you teach at the elementary school?
The band and half the free private lessons.

How many kids do you give private lessons to?
Half the elementary band and all the high school band. We require lessons. If students are going to be in band, they're going to take lessons.

How often?
We're on a six-day cycle, and each student gets a lesson every cycle. The time is whatever we can arrange, from 15 minutes on up.

That sounds like more than a full-time job. But you have a family, too?
I have a husband, a daughter, and a large dog. My daughter's married and getting her master's in business. My husband is home, retired from an insurance company. The dog is a golden retriever. He keeps everything in order.

The teaching really is full-time during the year. In summer, I've played the flute—for pay—in community bands in Mason City and Clear Lake. And I take the kids who've finished fourth grade and start getting them ready for the elementary band. For the first two weeks of the summer, they come every day for about half an hour. Then they have two weekly lessons.

Ernie Danek

Can students join the band later, if they don't know how to play an instrument? Do you teach them how to play?
Oh, yes. If they're willing to work very hard, I will take my time—which I consider very valuable—and help them.

It takes new band members about six months of concentrated effort to be able to keep up. During that time they just play along as best they can.

Of course not all the band members have a big love for music. That really has nothing to do with why they're here.

Why are they here?
Their friends are here—it's an "in" thing to do. And their folks make them play. But all of them are going to learn something while they're here.

Does the school provide the instruments?
The very large, expensive ones. The kids buy their own smaller instruments—trumpets, saxophones, flutes, clarinets. Of course, these days the school *isn't* buying expensive instruments—the ones that cost $4,000 or $5,000.

Which are those?
Bassoons, tubas. . . . A tuba is $4,410 in the latest price list. Now, the life of a tuba is maybe seven years—10 years with care. Our tubas have been around a lot longer than that—and they're going to be around for a while longer. They're still very good. Age has nothing to do with how good they are.

What about uniforms?
Five or six years ago, the uniforms were just in threads. They were awful. The parents formed a committee and raised the money for new ones in a couple of weeks—up toward $20,000, so now we have very nice uniforms.

Is money scarce?
We've had cuts in the elementary school, mostly because there are fewer students, and now the smaller classes are moving up into the high school.

But as long as I'm here running this thing, there's no way these schools aren't going to have a good music program. With the investment they have here, they'd better use it and not waste it.

How did you get into music?
I started playing piano in fifth grade. I hated it. My dad sat beside me on the piano bench, and I practiced or I got spanked. But later it got to be fun.

I tell parents now, "Don't ask your kids if they want to practice. Why should they? Just insist."

They want to be good without practicing?
Sure. Put your horn under your pillow and sleep on it . . . overnight you can become great. Kids don't realize the hard work it takes to do something well. They learn that here.

What else do they learn in band?
Well, in football season we just play lots and lots of music—just learn pieces and perform them, without much real music education. But right after we finish with football, we spend a lot of time drilling and learning fundamental things—scales.

We have regular textbooks, and if the students don't play well, they work on the exercises at home. There's social pressure to do this: everybody gets really bored waiting for some yo-yo to learn how to count time.

Then we work in music history and relate it to other historical developments. We play—oh, some Wagner and Mendelssohn and Percy Grainger and Brahms.

They like the classical pieces?
Sure they do. They also like jazz, rock, the Oak Ridge Boys—all that. So do I.

Do you have much trouble with discipline?
No. They don't even chew gum in band. There are three reasons. First, the instruments are expensive, and when the kids blow into the horn the sugar gets in and wrecks the inside. Second, most of them can't march and chew gum at the same time. Third, they have big tall hats with straps under the chin, and if they chew gum, the hats go up and down.

So the kids don't make trouble?
I really am thoroughly obnoxious about discipline. I don't kick anybody out, but they probably wish I would.

I lay down the rules to begin with, and the first time anybody even thinks about getting out of line, I just jump all over them.

How?
Do something that gets their attention. Yell really loud. Pound a book on the desk—that makes a fine noise. Knock on the music stand. Everybody shapes right up.

I don't think kids are any different than they ever were. Kids are kids. And they're fun.

People

Meeting life's little challenges is enough for most people, but Nome, Alaska, art and culture teacher **Rich Burmeister** likes adventure.

So last March, as he's done several times in the past, NEA member Burmeister "mushed" his way through 1,049 miles of Alaska heartland via dogsled, making the trek from Anchorage to Nome in a little over 21 days.

This annual sporting event is called the Iditarod, after the trail used by mushers in 1925 to deliver serum to Nome to combat a diphtheria epidemic. It's a test of skill and courage—and survival.

Accompanied only by his two teams of 45 Alaskan and Siberian Huskies, Burmeister had to overcome storms, whiteouts, broken sleds, foraging bears, subzero temperatures, and a canine flu attack in order to complete this year's race.

Competing in the Iditarod is not cheap, either—it costs over $13,000 to ready two dogsled teams for the race, and that doesn't include the cost of 15,000 pounds of dry dog food consumed during the journey.

Two English teachers at a rural high school in Palm Beach County, Florida, kicked off a classroom project last year that grew to become an annual state event.

Sarah Bennett (left) and **Sonja Lutz** began a spelling bee between their classes at Glades Central High. The competition spread throughout the school to a neighboring district, then to a county tournament, and finally to a state invitational spelling bee in May that brought high school spelling wizards from as far away as the Florida panhandle.

"We're already planning this year's tournament," Lutz reports. "Eventually we're going to have a national one."

Real life and the classroom often seem miles apart to students—but for **Jo Ann Burnett's** ninth graders at Monroe Junior High in Tulsa, Oklahoma, the two are very closely linked.

Burnett, an NEA/Oklahoma Education Association member recently named National Home Economics Teacher of the Year, teaches handicapped and disadvantaged teens in classroom environments that closely resemble real work settings.

She supplements these practical classes with frequent trips to actual worksites such as hospitals, day care centers, and garment factories.

The coordinated vocational education and training program that Burnett teaches is designed to help students gain confidence in their abilities and pride in their achievements.

"I exercise the right to paint exactly what I please, since my livelihood is not dependent upon being an artist," says **Johnny P. Johnson,** art teacher at James Monroe High School in Fredericksburg, Virginia.

"As a black artist, I think about my art's message, but meanings are universal," he says. "If I'm painting a mother and child, their race is unimportant."

Johnson's paintings are frequently exhibited in area galleries and one-man shows.

His other love is teaching. "School is hectic, but I love interacting with kids," says the man who was chosen Virginia's Teacher of the Year in 1977.

"I think a student's ability to create is more important than memorizing who painted 'Night Watch,' " says Johnson. "When I see kids becoming dropouts from life, I just have to reach out to them."

Barbara Lawless

Electronic Learning

North Dakota Education Association member **Craig Nansen** is one of five educators to receive the *Electronic Learning Magazine* award for "outstanding leadership in the advancement of education through technology."

Eleven years ago, Nansen—who teaches computer science, advanced algebra, and probability and statistics at Minot High School—helped his school acquire one of the first microcomputers in the country. He has since built the school's computer room into an extensive lab and has helped the city's junior high schools get computers.

In his spare time, Nansen writes software for use in the district.

Rosemarie Studer

A Maine kindergarten teacher has received $130,000 in worker's compensation after suffering a stroke that left her unable to teach.

Donna Perkins, 36, was assisted by a Maine Teachers Association attorney.

Her settlement breaks down into $45,000 for wage losses and permanent impairment, and $85,000 for future medical costs and vocational rehabilitation.

For 13 years, Perkins had taught second grade in Orland. Then she agreed to switch places with the kindergarten teacher.

Instead of the usual 25 students, she suddenly had 34. Instead of an aide, she was assigned 11 untrained parent volunteers.

Putting in 10-hour days, Perkins was tired and tense. There were rumors her contract would not be renewed. In May 1981, she suffered a cerebral hemorrhage.

Perkins is slowly recovering. "I really do miss the children," she says, "but life on the whole is very good."

Argil Shock, Ft. Wayne News-Sentinel

Janet Bradley, a Fort Wayne (Indiana) Education Association activist, likes to feel she's doing something positive for her city.

A sixth grade teacher at Jefferson Middle School, Bradley is also a part-time city council member. A recent Fort Wayne *News-Sentinel* story salutes her as one who "approaches issues with meticulous care, studying the materials sent to council members and thinking out her position . . ."

Bradley's top priorities include development of the downtown area and the inner city.

Carmen Rodriguez is back at New York's Eastchester Middle School after an involuntary absence of three years.

Rodriguez, who had spent 24 years teaching art to middle school students and had written her Ph.D. thesis on the subject, was transferred to an elementary school vacancy in 1978 solely because she was a woman.

The school district refused to transfer any of three male secondary art teachers, even though two had special elementary training and the third had been uncertified for 11 years.

Finding that Rodriguez was discriminated against due to her gender, a federal jury ordered her reinstated and awarded her $10,000 plus legal fees. She was assisted by the NEA Kate Frank/DuShane Unified Legal Services Program.

Debby Lee

The old cliché "looks can be deceiving" certainly fits **Ron Gray.** At 5'9" and 260 pounds, he looks like a pro football player. But he's a teacher—one of only three male kindergarten teachers in Wyoming.

His students at Cole School in Cheyenne call him Ronnie, a name he prefers because it tends to make students feel less intimidated by his size.

Although he's a strong believer in hugs and encouragement, Gray also believes kindergarten shouldn't be all naps and crayons. He runs a nontraditional kindergarten—a pre-first grade with emphasis on basic skills.

"If there's something we can't do now," explains Gray, "then we try later, or tomorrow or the next day, but we do it until we do it right."

Parents say they're impressed with the abilities of students who leave Ron Gray's class. Colleagues say he shows an innate understanding of each student's background—especially those from poor or single-parent families.

Sylvia Donahue

Trained in art, Bert Cohen used to think creativity meant using a paintbrush, but these days his creative challenge is teaching first graders at Little Harbor School in Portsmouth, New Hampshire.

Cohen has created a book of 52 unique homework assignments, designed for an elementary student to share with an adult. One calls for collecting litter to create a school mobile.

Another assignment asks students to write about and draw a courageous act they have performed—and to have an older person in the home do the same. Divorced parents are encouraged to share in the assignments by mail.

"It helps parents have a positive interaction with their children," says Cohen. His *Homework Assignments for Elementary Kids* is available for $8 from Bert Cohen, 28 Mark St., Portsmouth, N.H. 03801.

Department of the Air Force

You won't find Gary Finch home in Hartley, Delaware, every weekend. But you might spot him in England, Germany, Italy, Spain, or Mexico. During the summer you might even see him in Saudi Arabia, Bahrain, Turkey, or Japan.

That's because this Smyrna Middle School industrial arts teacher is also an Air Force Reserve loadmaster.

Master Sergeant Finch logs 500 hours a year aboard the large C-5 Galaxy aircraft, whose cargo often includes propellers and helicopters.

Ron Williams

When Herb Lorenz won the 10,000-meter "Run on the Boardwalk" at the New Jersey Education Association convention in 1979 and 1980, he was just warming up.

This Burlington Township industrial arts teacher holds U.S. and international records in the master's division (for runners over 40).

For three consecutive years, *Runner's World* magazine has named Lorenz the best American master's runner, awarding him the Nurmi Award, named after a legendary Finnish runner of the 1920's.

"I've been running for well over 20 years—long before it became fashionable," says Lorenz, who runs 10 to 12 miles a day after school to keep in competitive shape.

Their years of teaching disadvantaged, learning-disabled, and English-as-a-second-language youth and adults have prompted Montebello, California, Association members **Phyllis Pogrund** (left) and **Rosemary Grebel** to develop two new "survival" guides.

Becoming a Driver and *Caring for Your Car* are written at a second grade reading level but at interest levels of teens and adults. *Becoming a Driver* includes chapters on how to get a driver's license and what to do in case of an accident. *Caring for Your Car* offers basic maintenance tips for care of lights, tires, batteries, and other auto parts—and explains what all those dashboard gauges mean.

Each workbook includes many illustrations and a teacher's guide. To order, write Janus Book Publishers, 2501 Industrial Parkway West, Hayward, CA 94545.

YOU AND THE LAW

We've Got You Covered: Liability Insurance...

As an NEA member, you are automatically protected against personal financial loss if you're ever sued in connection with your employment.

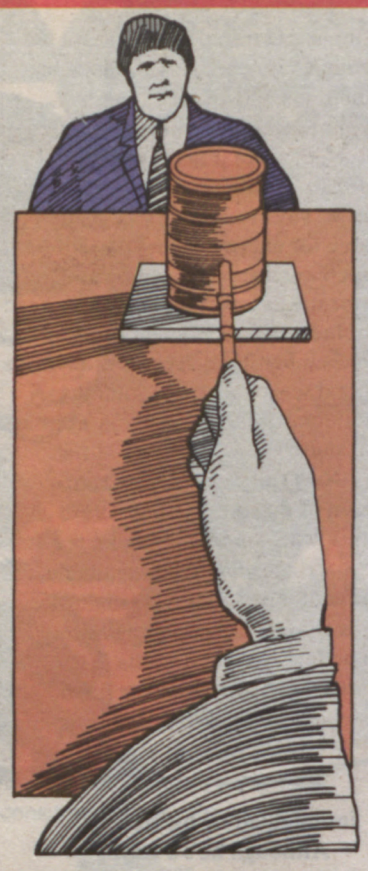
A physical education teacher in Louisiana was sued recently by a student who became a quadraplegic after a school wrestling accident. Because NEA's Educators Employment Liability (EEL) program paid $430,000 toward settlement of the claim, the teacher paid nothing.

Other recent settlements show the value of the EEL program, which is fully described in the box at right.

- A teacher of the handicapped in Louisiana was sued after she led her class across the street and one of her students was hit by a car. The EEL program paid over $72,000 to the student.
- An Arkansas driver education teacher was sued when a student-driven car was hit as it ventured out too far into an intersection. The student argued that since the teacher also had a brake on his side, he could have stopped the car. The EEL program paid $250,000 toward settlement of the student's claim.
- The EEL program paid $287 after a student who was hit in the mouth with a pancake flipper sued a home economics teacher in Ohio.
- The parents of a handicapped child sued several Hawaii school administrators on charges that the school failed to notify them that their child had a learning disability, preventing them from placing her in the proper curriculum. The EEL program paid the parents $68,000.

The coverage provided by NEA's liability program was substantially increased in September 1981. The basic liability coverage now provides payment of—

- Up to $1,000,000 in a civil negligence suit.
- Up to $250,000 in suits alleging violation of civil rights.
- Up to $25,000 for reimbursement of attorney's fees in defense of a criminal charge, if exonerated.
- Up to $25,000 in corporal punishment cases.
- Up to $1,000 for reimbursement of a bail bond premium.
- Up to $250 for assault-related personal property damage.



The expanded program also covers—

- Licensed personnel who conduct psychological counseling and therapeutic services.
- Educational support personnel in most of their regular employment activities, including expanded coverage for cafeteria workers, security guards, and bus drivers while supervising bus loading or unloading.

Legal Defense on Job-Related Matters...

For protection of legal rights in terminations and all other employment-related matters, every NEA member can turn to the Kate Frank/Dushane Unified Legal Services Program. This state Association/NEA program offers legal assistance and pays attorneys' fees and court costs.

During 1981-82, NEA spent approximately $5.5 million providing legal representation for members who challenged adverse employment actions. The state Associations spent $14.5 million.

More than 20,000 cases are currently being handled through this program. Many of them deal with employment terminations that have violated the constitutional guarantees of due process, equal protection, and freedom of speech and association.

Recent examples of cases where Association funding helped members have their day in court:

- An Oklahoma teacher was awarded $110,000 in damages after she was terminated without a hearing in violation of her right to due process.
- An Illinois teacher won reinstatement and back pay after being improperly dismissed in a reduction-in-force.
- A nontenured Kansas teacher who was chief negotiator for her local Association and was critical of school board policy on supplemental pay was nonrenewed in violation of First Amendment protected activity. The court awarded her $38,000 in damages.

Discounts on Personal Attorney Services

NEA's four-year-old Attorney Referral Program, designed to complement the Unified Legal Services and Educators Employment Liability programs, provides help to members and their families on *personal* legal matters.

The program is available in 33 states, the District of Columbia, and New York City.

Members choose their own attorney from a carefully screened list provided by their state Association. Each year they—or their spouses or dependents—are entitled to two *free* legal consultations of up to 30 minutes each on any civil matter relating to their personal concerns, other than tax advice.

If further legal services prove necessary, participating attorneys give members a 30 percent discount on their usual hourly fees for handling real estate, wills, domestic relations, consumer protection, and traffic violations with potential liability over $50.

In the latest survey of members who've used this NEA program, 90 percent described it as a very valuable service. Some 20 percent said that without it they wouldn't have used a lawyer or taken any action.

One member from Washington State commented, "My husband and I enjoy the security that the program offers us. If we need a lawyer for any reason, this program has enabled us not to opt out and do nothing about the problem. We aren't reserved about contacting a lawyer, because this program makes it painless to do so."

NEA Educators Employment Liability Program Summary Plan Description

I. INTRODUCTION
The purpose of this summary is to inform NEA members about the structure and principal provisions of the 1980-81 NEA Educators Employment Liability Program, referred to as the "EEL Program." Please remember that this is only a summary. If there is any conflict or inconsistency between this summary and the underlying contracts and documents, the contracts and documents must be controlling.

The "EEL Program" is an insurance plan designed to protect you, as an NEA member, against financial liabilities incurred as a result of certain kinds of accidents occurring in the course of your employment, including certain costs of providing a legal defense to claims against you.

The Program is administered by NEA and its state affiliates and is underwritten by the Zurich-American Insurance Company of Illinois. The entire premium for the plan is paid by NEA.

This summary is being furnished in compliance with the Employee Retirement Income Security Act of 1974 (ERISA). As participants in the EEL Program, you are entitled to certain rights and protections under ERISA. These rights are summarized in Part VII of this summary.

II. GENERAL INFORMATION
PLAN NAME/SPONSOR The Plan is generally known as the NEA Educators Employment Liability Program ("EEL Program"), and is sponsored by the National Education Association of the United States (NEA), 1201 Sixteenth Street, N.W., Washington, DC 20036, for its members.

TYPE OF PLAN/IDENTIFICATION NUMBERS The EEL Program is a welfare plan providing accident liability insurance and reimbursement for attorney fees and court costs. NEA has been assigned identification number 530115260 by the Internal Revenue Service. NEA has assigned Number 523 to this Plan.

ADMINISTRATION / PLAN ADMINISTRATOR The EEL Program is administered by NEA pursuant to resolutions adopted by its Board of Directors and Executive Committee and pursuant to agreements between Zurich-American and NEA. Communications concerning any aspect of the Program should be addressed to Educators Employment Liability Program, c/o NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036. The telephone number is (202) 822-7080.

SERVICE OF PROCESS If legal action involving the Program is necessary, legal process may be served upon the Plan Administrator. The agent for service of legal process is Lynn Ohman, c/o NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036.

TRUSTEES/COLLECTIVE BARGAINING AGREEMENT Since all assets of the Program consist of insurance contracts and funds held by a licensed insurance company, there is no trust under the Program and no trustees. In addition, the EEL Program has not been established and is not being maintained pursuant to the terms of any collective bargaining agreement with any employer.

III. ELIGIBILITY
MEMBERS All active, life, retired life, and Student NEA members are automatically covered by the EEL Program.

IV. COVERAGE
ACCIDENT LIABILITY Under the EEL Program, you are entitled to reimbursement for damages, up to a maximum of $1,000,000, and legal expenses incurred to defend you, as a result of certain "accidents" which occur in the course of your employment. An "accident" is an act which inflicts damages to someone other than yourself. The phrase "course of employment" means while you are engaged in activity which was undertaken pursuant to the terms of the employment contract or at the request or approval of your supervisor. (Coverage A)

EXCLUSIONS You are **not** covered if the suit against you is:
- brought by another employee of an educational unit;
- based upon liability which you have expressly assumed under any contract or agreement;
- seeking solely declaratory, injunctive, and/or similar nonmonetary relief;
- any violation of the criminal law, except civil damages arising out of your use of corporal punishment.

Certain activities are also excluded from coverage under the EEL Program including:
- the rendering of medical or similar services except by licensed school nurses, physical therapists, occupational therapists, psychological therapists, or guidance counselors;
- a publication or utterance of defamatory statements;
- ownership, maintenance, operation, use, loading, or unloading of any vehicles **except:**
  1) driver training instructors who are riding as passengers in the course of their work;
  2) vocational education instructors engaged in teaching shop; and
  3) members supervising students entering or exiting a school bus.
- misuse of public and/or private funds;
- sale of food products or other goods manufactured by or under your supervision —except for home economics teachers and cafeteria workers, who are covered;
- use of firearms, except when physically restraining a student who is threatening others with firearms.

These are the major exclusions under this Program. Please consult the certificate of insurance for further details.

LEGAL AND DEFENSE FEES You will be reimbursed for the following:
- Up to a maximum of $25,000 per occurrence for attorney's fees and expenses incurred in the defense of any criminal proceeding arising out of your employment except if the proceeding arises out of an action against another employee. Unless the proceeding results from your use of corporal punishment, you must be exonerated in order to receive reimbursement. (Coverage B)
- Up to $1,000 for bail bond premium as the result of an event occurring during your employment. (Coverage C)

ASSAULT-RELATED PERSONAL PROPERTY DAMAGE You will be paid up to $250 for the damage or destruction of your own property or property in your custody if you are assaulted at school or while engaged in an authorized school activity. Such damages must exceed coverage provided by any homeowner's policy, and there will be no coverage for damage or destruction of a vehicle of any kind or for any property owned, leased or rented by an educational unit. (Coverage D)

V. TERMINATION OF COVERAGE
Coverage under the EEL Program will be terminated or reduced under the following circumstances: If you cease to be an NEA member, or if NEA decides to discontinue the EEL Program as a whole. Termination will not affect amounts due for claims arising prior to termination.

VI. CONTRIBUTIONS
SOURCE/AMOUNT/MEDIUM NEA pays the entire cost of the EEL Program. The amount is determined by the NEA and the insurance company.

This is an unfunded welfare plan. All contributions made by NEA are applied to pay the premiums on the insurance policy issued by Zurich-American.

PLAN YEAR The Program's fiscal records are maintained on the basis of an accounting year which ends on August 31 of each calendar year.

VII. CLAIMS
INITIAL PROCEDURES If there is a claim for any benefits under the Program, you are to contact your state association's EEL coordinator within a reasonable time period and provide a copy of any and all relevant legal documents and a summary of the incident. The state EEL coordinator will thereupon forward to you the appropriate forms to fill out.

If unable to contact your state association's EEL coordinator, send a copy of all legal documents and the description of the events directly to Zurich-American Insurance Company, 231 North Martingale Road, Schaumburg, Illinois 60196.

REVIEW OF DENIED CLAIMS If you or any other person making a claim under the Program and NEA or the insurance company do not agree that benefits are payable, or do not agree as to the amount of the benefits payable, you should clearly state your objection(s) in a letter to NEA within sixty (60) days of the event. A grievance panel organized by the NEA Board of Directors will review your complaint. Write to Lynn Ohman, Manager, NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036.

VIII. YOUR RIGHTS UNDER ERISA
As a participant in the EEL Program, you are entitled to certain rights and protections under ERISA, as follows:
- You have the right to examine, without charge, at the offices of NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036, all Program documents, including the insurance contract (with riders and amendments) with Zurich-American and the pertinent resolutions adopted by the NEA Board of Directors and Executive Committee for the administration of the Program. You may also examine, without charge, copies of all documents pertaining to the Program filed by NEA with the U.S. Department of Labor, such as detailed annual reports and plan descriptions.
- You have the right to obtain copies of all Program documents and other Program information upon written request to NEA Legal Services at the above address. NEA Legal Services may make a reasonable charge for the copies.
- You are entitled to summary financial reports for the year ending August 31, 1981, when they become available.

In addition to creating rights for you, ERISA imposes duties on NEA and Zurich-American in its operation of the EEL Program. NEA is a "fiduciary." It has a duty to operate the Program prudently and in your interest. No one can prevent you from obtaining the insurance benefits to which you are properly entitled under the Program or from exercising your rights under ERISA. If your claim for a benefit is denied in whole or in part, you must receive a written explanation from Zurich-American for the denial. You have the right to have Zurich-American review and reconsider your claims. Under ERISA, there are steps you can take to enforce your rights. For instance, if you request Program materials to which you are entitled under ERISA and do not receive them within 30 days, you may file suit in federal court. In such a case, the court may require NEA to provide the materials and pay you up to $100 a day until you receive the materials, unless the materials were not sent because of reasons beyond NEA's control. If you have a claim for benefits which is denied or ignored, in whole or in part, you may file suit in a state or federal court. If it should happen that Program fiduciaries misuse the Program's money, or if you are discriminated against for asserting your rights, you may seek assistance from the U.S. Department of Labor, or file suit in federal court. The court will decide who will pay court costs and legal fees. If you are successful, the court may order the person you have sued to pay these costs and fees. If you lose, the court may order you to pay these costs and fees, for example, if it finds your claim frivolous. If you have any questions about the EEL Program, contact NEA Legal Services. If you have any questions about this statement or about your rights under ERISA, contact the nearest Area Office of the U.S. Labor Management Services Administration, Department of Labor.

PERSONALLY SPEAKING

MONEY

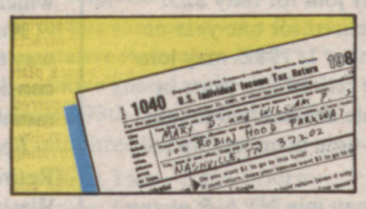
Reduce Your 1982 Tax Bill

The tax year is quickly rolling to an end, but if you act now you can do a lot to minimize your 1982 tax bite.

You can't really shave much off your tax bill unless you itemize deductions. One exception: you can now deduct up to $25 of your charitable contributions without itemizing. But if your tax-deductible expenses top $2,300 for a single person, or $3,400 for a married couple filing jointly, you should definitely itemize.

If you've been putting off surgery, delaying your dental checkup, or neglecting to update your glasses or contact lenses, try to take care of these health needs by December 31. For 1982 you can still deduct medical expenses that exceed 3 percent of your gross income; next year, you won't be able to deduct them unless they exceed 5 percent. You can't claim expenses for which you're reimbursed by insurance.

Have you opened your Individual Retirement Account (IRA) yet? In 1982, for the first time, anyone can put away $2,000 of tax-deferred income



in one of these accounts ($2,250 for a couple with a nonemployed spouse, and $4,000 for a working couple). See your banker, credit union, or other financial institution for details.

December 31 is the last day you'll be able to buy an all-savers' certificate. Though interest rates have declined, the certificate carries a $1,000 lifetime tax exclusion on interest ($2,000 on joint returns). You must buy in $500 denominations. The certificate matures in one year and loses its tax benefit if redeemed before then.

Many important tax breaks remain unchanged:

- Your Association dues for 1982 can be claimed as a miscellaneous deduction.
- If you send a check to NEA-PAC or your state association's political action fund by December 31, half of it qualifies for a credit (up to $50 for a single individual and $100 for a couple filing jointly). Unlike deductions, which merely reduce your taxable income, credits reduce the actual taxes you owe, dollar for dollar.
- Tax credits are still available for energy-saving measures such as weather-stripping and storm windows. Boosting your home's energy efficiency before December 31 makes especially good sense this year, amid predictions of the coldest winter in a century.

New rules govern the exclusion of dividends and interest this year. Some relief from the "marriage penalty" is available if you're part of a working couple. Child care expense limits and allowable credits have increased. And there have been some new tax court rulings on home office expenses and educational travel.

Explanations of these and all other new wrinkles for 1982—as well as practical examples based on real educators' tax situations—are available in NEA's newly revised *Federal Income Tax Guide for Teachers* by tax consultant John Arch, a former Tennessee teacher.

The $5.95 cost of this 160-page handbook is tax deductible. Order now from NEA Order Department, The Academic Building, Saw Mill Road, West Haven, CT 06516. Specify stock no. 1386-7-OD.

HEALTH

Drinking and Driving

This is the season to be jolly . . . The holidays are an occasion for parties and festive gatherings. Unfortunately, they're all too often an occasion for highway tragedy as well, because people who do not ordinarily drink attempt to drive home after too much celebrating.

Over 49,000 Americans died in auto accidents last year—almost as many as died in the entire Vietnam war—and over half these deaths were alcohol-related.

Do you or your friends still believe any of these commonly held alcohol myths?

Myth #1: You can't get as drunk on beer as on liquor or wine.

Fact: One ounce of 80 proof liquor is the same as five ounces of table wine, which is the same as 12 ounces of beer. Alcohol is alcohol; you can get equally intoxicated from any form.

Myth #2: Black coffee, exercise, or a cold shower will sober a person up.

Fact: Only *time* will sober up anyone. Coffee, exercise, or showers will wake a person up, but an awake drunk is no safer on the highway than a sleepy one.

Myth #3: Some people can drive well while drunk.

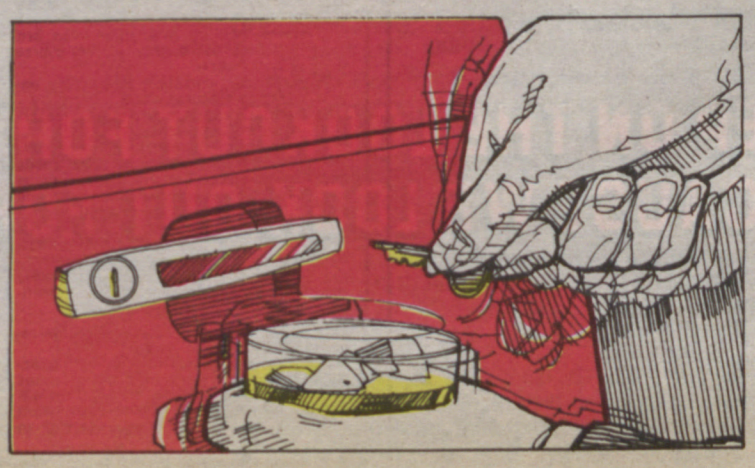
Fact: Since alcohol affects judgment, many people *think* they can drive well while intoxicated. Research shows that a blood alcohol concentration as low as 0.05% (half the legally drunk level in most states, and the equivalent of two drinks for a 160-pound man) is enough to significantly impair driving ability.

The *only* way to avoid becoming too drunk to drive is to pace your drinking. The average person's body can metabolize about one drink per hour.

If you'll be hosting a holiday party, take steps to ensure that all your guests arrive home safely. First, don't make drinking the sole purpose of your party. Be sure to serve food and some nonalcoholic beverages. Stop serving drinks about an hour before the party is to end.

Second, keep an eye on your guests, and be ready to call a cab or arrange alternatives for friends you feel should not drive.

Finally, be prepared to allow some guests to spend the night and "sleep it off." This may be inconvenient or cause a bit of friction with your friends, but being a host means assuming the responsibility for your guests' well-being.



LEISURE

Shopping for a Video Unit?

Imagine never missing your favorite soaps . . . starting a collection of classic films . . . videotaping the team you coach . . . seeing current movies in your home without commercials . . . or even creating a gourmet dessert with the help of a video cookbook!

Video recorders and video disc players are revolutionizing our TV viewing habits—and are sure to be popular gifts this holiday season. You'll be better off if you take the time to learn about the equipment, and think about how you plan to use it, *before* you make a purchase.

Video cassette recorders (VCRs) or video tape recorders (VTRs) can make tapes of any program you're able to receive on your TV, for playback at a more convenient time. They can also be used to play commercially recorded tapes you buy or rent. Some can even go portable and be used, in conjunction with a video camera, to make "instant home movies."

All VCRs use one of two different "formats"—Beta-format or VHS. Each has advantages and disadvantages, but the quality of the overall picture is about the same. The important thing to remember is that a Beta-format cassette cannot be played on a VHS machine, and vice versa.

Video disc players are relatively new to the market. Unlike VCRs, they cannot record anything. They use a small, low-powered laser to play prerecorded discs. These discs are similar to phonograph records, but instead of grooves they contain 54,000 separate frames. Although they lack the flexibility of a VCR, video disc players produce a picture of superior quality—and the discs cost much less than prerecorded tapes.

Since newer video disc players can find and display any individual frame in 15 seconds or less, their capacity to store up to 54,000 pages of printed information on a $15 disc could also make them powerful home reference tools.

When shopping for a home video unit, it's important to take into account how you plan to use it. Paying for features you won't use is wasteful, and buying equipment that won't do what you want it to is frustrating. Here are some things to think about:

- If you plan to watch mainly prerecorded tapes, you won't need many of the features of the expensive VCRs. There's not much difference between the playback abilities of expensive and lower-priced units—it's the recording features that make a VCR expensive. Consider a video disc player instead.
- If you plan to do a lot of home taping, you'll probably need a more expensive deck. If you're away from home frequently and plan to use your VCR to tape shows you would miss, you'll want a unit with an automatic timer capable of recording several shows on different channels.
- If you want to swap tapes with friends, make sure your VCR's format is the same as theirs. You should also check the video tape rental stores in your area to see which format is more prevalent.
- If you want to make home movies with a video camera, be prepared to sacrifice picture quality. Portable VCRs do not produce images as clear as the stay-at-home variety.
- If you think you'll be watching a lot of educational and "how-to" programs, or if you're an avid sports fan, you'll probably want a slow-motion or freeze-frame feature, or both.
- If you're thinking about a video disc player, you might want to wait a year or more before making your purchase. New models with new and perhaps incompatible disc formats could be introduced—and it's likely that prices will drop sharply.

Try to borrow or rent a VCR similar to what you plan to buy. That way, you can learn firsthand what features and conveniences are most important to you.

YOU AND YOUR RETIREMENT

NEA-Retired Is Off and Running!

"We don't die when we retire, so we need a program like NEA-Retired to help us with post-retirement issues," says Oregon's Robert Van Houte, an adviser to NEA's new program for retired members.

Some 5,000 retired and soon-to-be-retired educators have already joined NEA-Retired (NEA-R).

At a fall meeting of NEA-R's advisory board, several possibilities for this still evolving program were discussed—including retiree political action teams, NEA senior citizen centers, greater insurance benefits, special travel programs, consumer guides, and a toll-free phone number for retiree inquiries.

What actually develops will depend a great deal on what NEA-R's members decide they want.

Some potential NEA-R members have asked if this program is associated with the National Retired Teachers Association/American Association of Retired Persons (NRTA/AARP). The answer is no. Though NRTA was once affiliated with NEA, the two organizations severed all official ties in 1974.

This past summer, NRTA was absorbed by AARP in all but name. That leaves NEA-R as the only national organization that can honestly claim to represent exclusively the interests of retired educators.

Only NEA-R offers $1 million in free liability coverage (*see page 18*) to retired teachers who substitute teach—a benefit not offered by AARP.

Unlike AARP, which is run from the top down, NEA-R will be democratically governed. "I foresee structures on the national, state, and local levels similar to those of NEA," says NEA-R Director Higgins Bailey.

While NEA-R is in its formative stage, the appointed national advisory board—representing both retired and pre-retired educators—helps set policy. Besides Van Houte, other advisory board members are Dorothy Jenis of New Hampshire, Fred Hipp of New Jersey, Joseph Westbrook of Tennessee, and Jess Whitney of Montana.

Supporters of NEA-R hope to amend NEA's bylaws and constitution at the 1983 Representative Assembly (RA) in Philadelphia. Proposed changes, if approved, would give retirees an influential voice within NEA: retirees would be allowed voting delegates to the RA, and the president of NEA-R (to be elected later by NEA-R members) would have a seat on NEA's Board of Directors.

A new NEA-Retired Caucus will provide a forum for retired and soon-to-be-retired educators at the 1983 RA.

Some NEA Life Members and holders of the annual $2 and $5 retired memberships NEA previously offered have asked why NEA-R is being started, and why a lifetime membership fee is now being charged.

If you are an NEA Life Member, or pay dues year-by-year as a retired member, you will continue to receive all benefits that go with that membership. However, you will miss out on NEA-R's special programs, including pre-retirement seminars and consumer materials, unless you join NEA-R.

NEA Life Members and annual retired members have not been grandfathered into NEA-R for one simple reason: economics.

NEA-R is charging one-time membership fees of $100 in order to start an endowment fund that will remain intact. Interest from this fund will be used to finance the activities of NEA-R, which will eventually become self-supporting.

If all NEA Life Members and annual retired members were automatically granted free memberships in NEA-R, this new program could not afford to create innovative services with the quality you have come to expect from NEA.

However, in deference to their status, NEA Life Members may join NEA-R for just $75 during NEA-R's introductory offer. Life Members retired for more than five years may join for only $25. Other educators retired for one year or more as of September 1, 1982, may join for $75, and those retired five years or more as of that date are entitled to join NEA-R for a one-time membership fee of $50.

Any educator may join NEA-R at any time. But if you're still teaching or otherwise actively working in education, you cannot substitute the less expensive NEA-R membership for active NEA membership.

As an active member, however—particularly one within a few years of retiring—you might want to take advantage of NEA-R's current membership fee, which will never be lower.

And if you're looking for the perfect way to honor an outstanding educator, consider giving him or her an NEA-R membership.

For further information write NEA-Retired, Room 214, 1201 16th St., N.W., Washington, DC 20036.

—Barbara Lawless

THE UNIFIED SPECIAL SERVICES SYMBOL

UNIFIED SPECIAL SERVICES

NEA...Working for you

This symbol is of vital importance to you and your family. Why? Because whenever you see it, you know that the program it appears with is sponsored and approved by USS.*

To USS, that's a major responsibility and one we take seriously. We exercise strict judgment when considering which products to sponsor, whether in the area of insurance, discounts, travel, or retirement security. Every product is thoroughly investigated and evaluated. Only a select few programs meet our high standards and earn the right to bear this symbol. But sponsorship doesn't stop there—our endorsement is backed by a guarantee of personalized service and consumer protection.

The USS symbol represents our commitment to providing unified members with unique products that offer quality, reliability, service and value. So be sure to look for our seal of approval before you buy...it's your symbol of confidence.

For more information on the travel programs sponsored by NEA Special Services, write to:

Teachers Services Center, 51 Monroe Street, Suite 200, Rockville, Maryland 20850.

KEEP ON THE LOOKOUT FOR USS... BECAUSE WE LOOK OUT FOR YOU.

*Unified Special Services

Your NEA

REACHING OUT

Have Suggestions For NEA's Next Budget?

NEA's Committee on Program and Budget welcomes your suggestions as it works to develop a balanced 1983-84 budget for adoption by the Representative Assembly this summer in Philadelphia.

You may write or contact NEA Vice-President Bernie Freitag, who chairs the Budget Committee, or NEA Secretary-Treasurer Mary Hatwood Futrell, the Committee's vice-chair, at NEA Center.

Budget Committee meetings —open to any NEA member— will be January 16-18, February 21-23, March 11-13, March 20-22, and (tentatively) May 2, all at NEA Center.

To solicit further ideas, budget subcommittees will hold hearings in conjunction with this winter's NEA Regional Leadership Conferences, scheduled as follows: Southeast, Jan. 7-8, San Juan, P.R.; Mid-Atlantic, Jan. 7-9, Lexington, Ky.; Pacific, Jan. 14-16, San Diego, Calif.; West, Jan. 21-23, Omaha, Nebr.; Midwest, Jan. 28-29, Washington, D.C.; Northeast, Jan. 28-30, Boston, Mass. For exact locations, contact your NEA regional office.

. . . Or Questions About The Legislative Agenda?

As set last summer by the Representative Assembly, NEA's legislative goals for the newly elected 98th Congress are divided into three "tiers":

- First Tier—NEA priority initiatives (general aid and collective bargaining).
- Second Tier—current congressional issues (federal funding levels, civil/human rights issues, protection of the Department of Education, national security/nuclear freeze, tuition tax credits, teacher centers, vocational/handicapped/post-secondary education, impact aid, tax reform).
- Third Tier—NEA continuing legislative concerns (as they surface in Congress).

The NEA Legislative and Finance Committee will hold hearings this winter on NEA's legislative agenda and strategies for achieving it. Hearings are scheduled in conjunction with NEA's Regional Leadership Conferences (*see story at left*) and with the annual Human and Civil Rights Conference in Washington, D.C., February 25-27.

If you have questions or suggestions, plan to attend one of these sessions—or send your ideas to the Legislative Committee via the chair, Bill Potter, in care of NEA Government Relations at NEA Center.

LOOKING BACK

Former (1968-69) NEA President Libby Koontz looks back at her aims in Association activity: "My first objective was to change the lot of beginning teachers. They didn't know what was expected of them and ofttimes became disenchanted with teaching because nobody was helping them. I wanted to make administrators realize that teachers needed time to learn, to adjust, and that they also needed some hand-holding for a while, until they could get the routine."

Koontz's reminiscences appear in *Particular Passions: Talks with Women Who Have Shaped Our Times* (Clarkson Potter, 1981).

Sales of *Violence, The Ku Klux Klan, and the Struggle for Equality* have topped 13,000—an indication that teachers nationwide are using this curriculum resource (*NEA Reporter*, June 1981) to alert students to the threat that Klan ideology and activity continue to pose.

A joint project of NEA, the Connecticut Education Association, and the Council on Interracial Books for Children, the book is available for $4.95 from the NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

"It's been quite a year," sighs Kathy FitzGerald, president of the Malden (Mass.) Education Association. A third of the teachers in that Boston suburb were laid off due to the state's tax-slashing Proposition 2½ (*NEA Reporter*, November 1981).

Most of the 63 teachers RIFfed last spring were recalled this fall—along with a few from the previous year's RIF. "As a result, class size has dropped from the 40's into the middle 30's," FitzGerald reports.

Some 140 tenured teachers remain laid off. But the junior high once again offers home ec, music, and art. School secretaries have been recalled—for four hours a day. A new mayor, elected with MEA's help, is more favorable to public education.

50 Years Ago

Female teachers who married were a dubious new phenomenon 50 years ago. The following is an excerpt from a forum in the December 1932 *Journal of the National Education Association* on the question, "Shall Married Women Be Barred from Teaching?"

"Married women in general are less efficient and less satisfactory as teachers than are single women. It is contended that married women teachers are usually too preoccupied with home interests to give their best efforts to the school. They teach only for money, or if they do not especially need the money, they feel more independent of educational authority and are often unwilling to assume their share of responsibility in the school. Furthermore, they either do not have time or are unwilling to obtain additional professional training. They tend to stagnate professionally. Finally, even when they are obviously inefficient, it is difficult to remove them. . . . One superintendent writes, '. . . married women teachers are a source of friction. As a rule they are not among my best teachers. The present rule against them has increased the efficiency of this system.' "

TAKING A STAND

NEA Board of Directors Goes on Record

Under a policy set by the NEA Board of Directors in 1975, the NEA newspaper must publish all roll-call votes of the Board. Here are the latest such votes.

July 1, 1982: Los Angeles

Subject: To rescind the Board's position of support for Standing Rule Amendment 1. (At its May 1982 meeting the Board had decided to support this pending amendment, which would have reduced the size of the committee that drafts and revises NEA's official resolutions. The amendment itself was subsequently defeated by vote of the delegates July 3 on the floor of the NEA Representative Assembly.)

Vote count: 61 no, 59 yes, 2 abstaining, 5 not voting, 2 absent but replaced by alternate directors.

Voting YES: Ala.—Butler, Dotson, McDanal; **Calif.**—Foglia, Gooden*, Hodgkins, Kuiper, Logue, Shaw, Vick; **Conn.**—Gagliardi, McLean-Waller; **Ga.**—Scott, Wright; **La.**—Coleman; **Maine**—Sullivan; **Md.**—Jones; **Mass.**—Dunn, Gilmore, Todd; **Mich.**—Christian, Davenport, Smith, Speicher, Zook; **Miss.**—Bradley; **Nebr.**—Kaldahl; **N.H.**—Jenis; **N.J.**—Gibson, Goldman, Graham, Parish, Walters; **N.Y.**—McKenzie, Washington; **N.C.**—Cummings; **Ohio**—Abel, Dorsey, Potts, Rudd, Savage; **Ore.**—Lawrence; **Overseas**—Robles; **Pa.**—Huntley, Mitchell, Wyland; **S.C.**—Cooper; **Tenn.**—Akers, Martin, Pike; **Vt.**—Scott; **Va.**—Coffey-Hines, Gant, Nelson; **Wyo.**—Anderson; **At Large**—Benson, Treibley; **Exec. Comm.**—Futrell, McGuire.

Voting NO: Alaska—Potter; **Ariz.**—Beachem, Sayler; **Ark.**—Johnson; **Colo.**—Brandshaw, Lansford; **D.C.**—Winter; **Hawaii**—Williams; **Idaho**—Hovey; **Ill.**—Barrow, Fitch-Tucker, Mishler; **Ind.**—Miller, Moudy; **Iowa**—Gilchrist, Halliburton; **Kans.**—Lewis, Steele; **Ky.**—Harvey, Morton; **La.**—Scott; **Md.**—Kuker-Kihl; **Mass.**—Johnson-Taylor; **Minn.**—Bauermeister, Etter, Holman; **Mo.**—Austin; **Mont.**—Johnson; **Nev.**—Anderson; **N. Mex.**—Eachus; **N.C.**—Rader, Wilson; **N. Dak.**—Gallagher; **Okla.**—House, Jewell; **Ore.**—Lee; **Pa.**—Farr, Mechlowitz; **S. Dak.**—Horgen; **Texas**—Foster, Harrell, Hilger, Hunt, Stacey; **Wash.**—Amos, Horne, Wahlquist; **W. Va.**—Keeney; **Wisc.**—Collins*, Lewandowski, Schleife; **SNEA**—Bernat, Duncan; **At Large**—Sproul; **Exec. Comm.**—Burse, Fujimori, Mack, Obermeyer, Owens, Woodard, Freitag.

Abstaining: Del.—Testerman; **Utah**—Peterson.

Not voting: Calif.—Estrellas; **Fla.**—Scott, Wilson; **P.R.**—del Valle; **R.I.**—Mello.

Absent: Calif.—Curfman; **Wisc.**—Carlin.

September 24-25, 1982: Washington, D.C.

Subject: To authorize the NEA Executive Director to commit up to $84,000 of contingency funds to the Maine Teachers Association for a two-year assistance plan to be further developed in consultation with MTA.

Vote count: 119 yes, 0 no, 0 abstaining, 3 not recorded, 5 absent (of whom 3 were replaced by alternate directors).

Voting YES: Ala.—Butler, McDanal; **Alaska**—Potter; **Ariz.**—Beachem, Sayler; **Ark.**—Johnson; **Calif.**—Brooks*, Curfman, Gooden, Hodgkins, Reising, Shaw, Vick, Williams; **Colo.**—Lansford, Morris; **Conn.**—Chase, Gagliardi; **Del.**—Testerman; **D.C.**—Winter; **Fla.**—Scott, Wilson; **Ga.**—Eller, Wright; **Hawaii**—Lum; **Idaho**—Hovey; **Ill.**—Barrow, Price, Tucker; **Ind.**—Miller, Moudy; **Iowa**—Gilchrist, Mesicek; **Kans.**—Lindberg, Steele; **Ky.**—Harvey, Morton; **La.**—Falcon; **Maine**—McGary; **Md.**—Doyle, Kuker-Kihl; **Mass.**—Dunn, Johnson, LaPlante, Todd; **Mich.**—Brown, Davenport, Speicher, Zook; **Minn.**—Etter, Thomas; **Miss.**—Bradley; **Mo.**—Austin; **Mont.**—Berg; **Nebr.**—Kaldahl; **N.H.**—Sargent; **N.J.**—Goldman, Johnson, Owens, Parish, Walters; **N. Mex.**—Eachus; **N.Y.**—Cleveland, McKenzie; **N.C.**—Cummings, Rader, Wilson; **N. Dak.**—Gallagher; **Ohio**—Abel, Dorsey, Savage; **Okla.**—Black, Jewell; **Ore.**—Cornell, Lee; **Overseas**—Rollins*; **Pa.**—Halas, Huntley, Mechlowitz, Mitchell, Wyland; **P.R.**—del Valle; **R.I.**—Mello; **S.C.**—Kanapaux; **S. Dak.**—Horgen; **Tenn.**—Akers, Logan, Martin; **Texas**—Harrell, Hilger, Scott, Stacey; **Utah**—Peterson; **Vt.**—Scott; **Va.**—Cloyd*, Gant, Mika; **Wash.**—Amos, Bauer, Horne; **W. Va.**—Davis; **Wisc.**—Carlin, Lewandowski, Schleife; **Wyo.**—Anderson; **SNEA**—Bartelheim, Rivera; **At Large**—Rountree, Sproul, Treibley; **Exec. Comm.**—Burse, Foglia, Fujimori, Lewis, Mack, Obermeyer, Futrell, Freitag, McGuire.

Vote not recorded: Mich.**—Smith; **Minn.**—Bauermeister; **Ohio**—Rudd.

Absent: Ala.—Dotson; **Calif.**—Bittle; **Nev.**—Anderson; **Overseas**—Robles; **Va.**—Nelson.

*Alternate director
**Directors Smith (Mich.) and Rudd (Ohio) submitted a statement that "other Association-related business prevented our attendance when the vote on Maine was taken. Please note that we would have voted in the affirmative." Director Bauermeister (Minn.) submitted the following statement: "I was in conference with NEA staff at the time of this vote and would like my intent to vote in the affirmative to be recorded."

Correction

On the May 7-8, 1982, Board roll-call vote reported in the June *NEA Reporter*, Director Savage (Ohio) was shown as "vote not recorded" but should have been listed as "absent." The vote count should therefore have been 106 yes, 11 no, 5 not voting, 5 absent with 1 replaced by an alternate.

Letters

Sex Bias in the Schools

Your articles on sex bias in schools [*November*] were very timely and appropriate. Because there is little evidence that the current Administration cares about the issue of educational equity, it is imperative that the NEA continue to be the advocate for maintaining—and if necessary *restoring*—the educational gains and opportunities women have won.

Gladys Graves
Greensboro, North Carolina

Thank you for your fine features on sex equity in curriculum.

The NEA Women's Caucus, which I chair this year, has worked actively inside and outside the united teaching profession to call attention to both problems and solutions in the area of sex bias. Your feature article and President McGuire's related column have aided the cause immeasurably.

Karen Garr
Raleigh, North Carolina

Pentagon Pedagogy?

It is both sad and alarming to read in *NEA Today* [November] that the National Education Association has as its goal the shifting of U.S. overseas schools from the Department of Defense to the Department of Education at a time when the federal administration is gung ho for defense dollars, but not for "people" dollars.

Maybe stateside schools, if switched to Pentagon control, would be able to get funding above budgeted amounts by citing "cost overruns." Also, even rookie teachers would draw lieutenant's salary and allowance, with 30 days' paid vacation and retirement only 20 years down the road.

Gene Battersby
Penns Grove, New Jersey

The president of NEA's Overseas Education Association replies:
Overseas schools serving the children of American personnel do not come within the military budget, even though the schools and teachers are under the control of the Defense Department.

Though Congress appropriates funds for overseas schools based on need, the problem is that DOD does not request *enough* monies to meet educational needs.

DOD's emphasis seems to be on acquiring military hardware, not improving the lot of its civilian teachers. That's why we insist upon being transferred to the Department of Education, which is educationally oriented.

And please—spare us from the "benefits" of a lieutenant. Even our teachers, who face a possible 4 percent cost-of-living cap by Congress, earn more than a lieutenant!

Jack Rollins
Washington, D.C.

Disappearing Childhood

In reviewing Neil Postman's book, *The Disappearance of Childhood*, in your November issue, Madeleine Ramsey draws a conclusion that does not follow: that public schools are helping to preserve the state known as childhood.

If Ramsey read Postman thoughtfully, she would comprehend his point that childhood is a state of innocence made possible by a societal conspiracy to shelter children from certain "adult" knowledge. This means censoring what children read, hear and view.

The trend in our public schools over the last 20 years, however, has been to denounce censorship and advocate children's rights to knowledge. Material that once was generally considered inappropriate for children is now freely available in public school libraries—and more often than not on required reading lists.

I submit that, if Neil Postman is right, then the public schools and the NEA are among the leading contributors to the phenomenon of the disappearance of childhood. Postman's message to modern educators is devastating.

Capri Langford
Arlington, Virginia

'Stay the Course'

Regarding G. Scott Neville's letter [*November*] complaining about the NEA's liberal political positions, I've always wondered about my colleagues who seem driven to cut their own throats at election time. Even if Neville's contention were true, and the majority of NEA members would vote to oppose public education issues, I can't agree that "true leaders" would do the same.

There appears to be some confusion about the meaning of leadership. If the good captain is the one who knowingly steers the ship onto the rocks because most of the sailors prefer that route, then Neville has a point. If he and other teachers want to vote for less funding, larger classes, longer hours, fewer aides, less curricular material and lower pay, well, I suppose they have every right to hurt themselves and the children.

Meanwhile, I'm encouraged by what NEA is doing. My message to NEA is (if you'll excuse the obnoxious phrase), "Stay the course."

Tom Peters
Banning, California

. . . Or Change Direction

Perhaps instead of getting involved in rhetoric concerning Social Security, disarmament and other political issues, [NEA] needs to address issues pertaining to preparation of teachers and education in the classroom.

Please do not represent me as a liberal NEA member, opposing everything the President does. I'm sick to death of all this negativism. There are still a lot of things right with America. Let's hear about them in *NEA Today*.

Faye Dice
Lebanon, Pennsylvania

School Prayer

People ask, What is so objectionable about setting aside time in the school day for a moment of silent meditation? What indeed! Just what is there to prevent that *now*, without a constitutional amendment?

That is not what Jesse Helms, Strom Thurmond, Orrin Hatch, or Ronald Reagan are interested in. They want to allow zealots to impose their biases upon captive audiences or, at best, to permit government agencies to formulate innocuous incantations in the guise of religious worship.

The U.S. Supreme Court has put the matter of prayer in schools in proper perspective: government agencies shall not prescribe religious services for public school children. Let's leave it that way.

Richard D. Rowley
Ewen, Michigan

Voluntary prayer, as President Reagan calls it, has never been banned and can be practiced by any schoolchild, anytime, by bowing his or her head and silently praying.

If prayer legislation is passed, group prayers within public classrooms would be organized, and states and communities would be free to select prayers of their own choosing and determine the content of such prayers—which could never encompass the diverse religious backgrounds of children in most American public schools today.

Minerva Massen
Daly City, California

While applauding the right to dissent with NEA policy positions, I am compelled to remind my letter-writing colleagues that these positions are formulated not by the NEA president or executive staff or board of directors, but rather by the Representative Assembly.

Policy decisions are born of the democratic process including free, open, and honest debate. To become NEA policy, an item must stand the test of the majority will. Passing the test is arduous. It ought to be.

Now let us examine the "issue" of NEA's position against school prayer. Does anyone actually believe that assembling a group of youngsters for the purpose of muttering through some sort of generic prayer is going to improve the moral fiber of our country?

I submit that we as a profession cannot champion the cause of individual liberties and the separation of church and state while also giving tacit approval to ideologies which are in opposition.

Let us pull together to do God's work by educating youngsters to the ways of making our society a safe, sane and honorable one, and put aside the inane thought that we will ever be able to legislate morality.

Harold R. Dunn
Denver, Colorado

No Respect?

Many of our colleagues complain that students do not have the respect for teachers that they used to. Perhaps one way to regain the respect is to reinstate some titles. When I was in high school, male teachers were addressed as "Professor," or perhaps by their ex-military rank, or in many cases as "Coach."

Today "professor" and "doctor" seem to be relegated to the university or the district offices or the medical profession, and ex-military rank seems to be more of an embarrassment than a title. What we must do is invent new titles.

I have analyzed the terms the students now use for us. "Mother" and "dude" were two but seemed inappropriate. "Hey," I believe, is better. Frequently I am addressed from 100 yards down the corridor as "Hey, DeLoach." It always seems warm and friendly, so why not use it as a title and regain that status of yesteryear?

James D. DeLoach, B.S., M.A., HEY
Stockton, California

Math Teacher Shortage?

I am an unemployed math/computer teacher who keeps hearing that math teachers are in great demand.

I know from looking for the past five months that there is no great demand for math teachers in Indiana. I really wonder where this so-called shortage lies.

It would be very helpful for NEA to be more specific on location of teacher shortages and on where to write or call to get information on possible jobs.

Michael J. Thombleson
Washington, Indiana

'Good Stuff'

Bravo to NEA for developing a new periodical that to me (and I suspect many others) is more concise, relevant, and comprehensive than the *NEA Reporter*. For the first time I have sat down and read one of your publications cover to cover and then said to myself, "Wow . . . this has some good stuff!"

NEA Today is great! Keep it up.

Paul Andersen
Hemet, California

I just finished reading my *NEA Today*. I'm an avid "skimmer," but every headline and photo caught my attention so that I really did read every single article.

I get so wrapped up in my local situations that I appreciate the chance to step back and see things on a national level. Thanks for keeping me informed.

Kay C. Mast
Colorado Springs, Colorado

The new *NEA Today* is outstanding. Although organizational matters are of great importance to us, they do not nourish our souls in the same way that matters of professional interest do. The latter are what make the former so important, as the juxtaposition makes clear.

Eleanor Gillam
Ellensburg, Washington

THE ANSWER IS ON PAGE 356 - THE RIGHT SIDE - THIRD LINE FROM THE TOP!
LARSON ©82
OLD JACKSON SURE KNOWS HIS STUFF!
HE SHOULD... HE'S BEEN USING THAT BOOK SINCE 1962

What's your opinion? NEA members are cordially invited to use this page to exchange ideas with their 1.7 million colleagues around the nation. Correspondence should be addressed to "Letters," *NEA Today*, 1201 16th St., N.W., Washington, DC 20036.

Debate

Should schools embrace the four-day week?

Sylvia Donahue

Gwendalyn Gordon

YES

Paul Yergeau teaches 7th and 8th grades at the George B. White School in Deerfield, New Hampshire, where he is also assistant principal. Yergeau, who chairs the Deerfield Education Association's negotiating team, has taught at the eight-grade school for five years. During the winter, he volunteers six Fridays to coordinate a ski school for students.

In 1981, our school budget was cut by $70,000, and six of our 21 teachers received pink slips. Art, music, and physical education programs were about to be eliminated. As an alternative, we adopted the four-day school week.

The proposal did not win automatic converts. As teachers, we wondered if we would have the stamina to teach an extra hour and a half every Monday, Tuesday, Wednesday, and Thursday. Parents were concerned about the 7½-hour school day. School board members were skeptical about whether the shorter work week would really save money.

Now, more than a year later, none of us would ever voluntarily return to the traditional school week. We're sold on the four-day week.

We began the shorter work week in September 1981, after the New Hampshire Board of Education granted a waiver of its 180-day school year requirement.

Teachers attend school for 156 days each year, students for 145 days. We still teach 30 hours each week—we just start earlier and end later. Students attend from 8 a.m. to 3:30 p.m., while teachers work from 7:30 a.m. until 4 p.m.

We were concerned about the students' attention spans and fatigue levels, especially in the lower grades. The best way to keep younger children alert, we discovered, was to schedule the more academically strenuous courses in the morning, leaving art, music, and gym until later in the day. Older children seem to have fewer problems staying awake.

How have our students fared academically? Teacher evaluations and testing show that students are doing as well as they did before, or better. Parents report that with less "after-school" study time, after-dinner study time has become a necessity. Children seem to be replacing TV with homework—and going to bed earlier. And after a three-day weekend, the children are actually *glad* to return to school!

We have discovered that the longer days allow us to cover more material on a daily basis, providing better continuity and reinforcement. And many teachers have gotten parents more involved in their students' progress by sending home work for the fifth day, to be done with mom's or dad's help.

Teacher absenteeism has dropped. We schedule more personal business on our free day and use fewer sick days, knowing that "Friday is almost here." As a result, we use fewer substitutes.

Though we teachers love the shorter weeks, I must admit that by Thursday afternoon we are well aware that we have put in a full five days' worth of work!

Most of us use Fridays for developing units, correcting tests or organizing lessons—chores that used to really eat into our weekends.

Friday has become one of Deerfield's busiest and most sociable days. Nearly 80 percent of our students take part in school sports or other activities on Fridays.

Whenever possible, competitions in softball, soccer, basketball, cross-country, and track are scheduled on Fridays. Many teachers volunteer their free day to work with students.

Some working parents still must provide their children with babysitters (often our 7th- and 8th-grade girls and boys) on Friday, but so far this has caused no complaints. Now that work and school schedules mesh more closely, these parents no longer have the problem of covering the early morning and late afternoon hours on school days.

In the first year, our school district saved 20 percent on transportation costs and 15 percent on heating and utilities. No teachers were RIFfed; our music, art, and physical education classes remain intact.

Our success has been due to the fact that parents, teachers, administrators, and school board all took part in planning the switchover to a four-day school week. Teachers and parent volunteers publish a community newsletter about our school, while teachers periodically host coffees to explain what's happening during these new longer days in our classrooms.

The four-day week may not be the answer for everyone, but it has certainly worked for us!

NO

Gail Boyle, a 15-year teaching veteran, is now the full-time president of California's 3,700-member San Diego Teachers Association. Prior to her election last May, Boyle taught basic skills courses, including sixth grade reading and seventh grade social studies at the School of Creative and Performing Arts, a magnet school that draws students from a wide area.

My colleagues teaching in rural parts of the country seem to be embracing the four-day week. But I have reservations about how it would work here in San Diego or in other urban-suburban areas.

To me, the four-day week idea is more an industrial concept. Machines can run long hours effectively, but children cannot. They tire, become irritable, and lose their ability to concentrate.

School is mentally and physically demanding, with diminishing returns at the end of the day. City school education, with its attendent stress on children, teachers, parents, and administrators, is particularly demanding.

To deal with the diversity of urban children, the number of special programs increases, the volumes of paper trail endlessly, and the need for teacher time "off task" must be met. More time crammed into fewer days would not improve the quality of our product.

San Diego is an outdoor city. Children are enrolled in after-school sports—football, basketball, soccer, tennis, water polo—all of which can be played year-round here.

Enrollments are high in ballet, music, theater, and art classes. Most of these operate from 3 to 6 p.m., leaving children time to be with their families the rest of the evening.

If we were to go to a four-day week, the longer school day would interfere with these activities, and the quality of life for our children would diminish.

Consider also the problem of transportation. City traffic peak hours are 7-9 a.m. and 4-6 p.m. School buses covering the district's 400-square-mile area would be out during these peaks, lengthening student bus rides—some of which already total 90 minutes a day. Those students who take public transportation would either crowd in with other commuters or begin earlier to avoid the rush. Some would probably just stay home.

Child care is also a problem for urban parents. Currently, San Diego elementary teachers work longer hours four days a week and a shorter fifth day to meet in-service preparation and parent conference requirements. This schedule has already caused day care problems for many parents.

Eliminating school altogether one day a week would flood San Diego's streets with 111,000 students on that day.

Police departments would be burdened with the resulting problems of unsupervised young people. Some parents would be faced with cutting back on work hours and income or leaving their children unsupervised.

Kids are kids whether they live in rural, urban, or suburban areas, but the temptations and dangers are greater for city kids, full of energy and with time on their hands.

Many school districts that have adopted the four-day schedule cite reduced energy costs for transportation and school buildings as the reason. But in temperate cities like San Diego (average temperature 70 degrees), I don't think the savings would be worth the disruption.

It seems to me that administrators may be pushing the four-day week as a budget-cutting move without considering other, less drastic alternatives first.

Going to school four days a week may work in a small town in New England or the Midwest, where the winter climate often makes being indoors preferable and where there's a strong feeling of total community commitment to children.

But for the city world with all its inherent difficulties and pressures, school schedules need to remain as they are.

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